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ABSTRACT

The Programmatic Emphasis project was conducted at the University of Illinois to build the university's capacity for addressing the problems of serving special needs youth and adults in vocational education. A series of activities were undertaken to design and implement a preservice, inservice, and graduate-level instructional program; a research program; and public service activities. These activities were implemented over a 4-year period with extensive faculty involvement in the design and implementation phases. The project sought to use multi-disciplinary expertise in formulating instructional, research, and service programs. Evaluation of the project showed a favorable impact. (The programs developed during this project are included in this document.) (KC)

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DEVELOPING A PROGRAMMATIC EMPHASIS IN VOCATIONAL SPECIAL NEEDS EDUCATION

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at Urbana-Champaign

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Introduction

The design and delivery of career development programs continues to be an emerging priority for both the education and employment communities. Youth and adults who are handicapped, disadvantaged, or limited English proficient (LEP) often face major barriers in obtaining full employment (Federal Register, September 25, 1978). Since the early 1960's educations have been challenged through numerous pieces of federal legislation to provide individually approiate and comprehensive job training and vocational education programs for these individuals. The Vocational Education Amendments of 1976, as well as Public Law 94-142 (the Education for All Handicapped Children Act of 1975), Section 503 and 504 of the Rehabilitation Act of 1973, and the Comprehensive Employment and Training Act Amendments of 1978 speak to the need for these populations to have full access to appropriate training programs that lead to productive, meaningful, and satisfying employment.

While the problem has been recognized nationally and the proliferation of mandates has been rapid, the actual development or expansion of programs has occurred at a less rapid rate (Phelps, 1979, p. 115). The restricted rate of program development throughout the early 1970's was due, to a large extent, to fragmented and limited research, teacher training, and dissemination efforts. Clearly, the fundamental purpose of programs of research and development and teacher education is to expand the capabilities of practitioners to respond to new and emerging trends, such as the mainstreaming of special needs students into regular vocational classes. The restricted rate of program development for special needs populations was (and, to some extent, continues to be) attributable to several factors:

- Local districts are often hesitant to initiate new programs or mainstreaming efforts unless they can find appropriately qualified teachers and counselors. Until 1980, only a few colleges and universities nationwide or in Illinois were preparing teachers with expertise in vocational/special education.
- The cost of providing specialized programs and additional support services is very expensive. While federal funding is provided, state and local, matching revenues have been increasingly difficult to generate. The Federal funds only cover a portion of the additional costs involved in serving special students.
- Providing inservice training to vocational and regular education teachers is one primary means of expanding the capacity of schools to serve special students. The flexibility and impact of inservice programs is often limited due to their short duration and a lack of provisions for follow-up. In addition, most Illinois school districts have only four inservice days alloted per year, and often two of these days are set aside for staff orientation and end-of-year wrap-up activities.

- Efforts to disseiminate the new vocational special needs materials and resources that have been developed have been plagued by poorly-developed or limited dissemination plans.

Despite these continuing problems, significant progress has been made during the 1970's toward improving and expanding vocational education programs to special needs populations. However, it should also be pointed out that much remains to be done during the 1980's to assure that all persons with special needs have access to appropriate vocational education programs and support services. The following data highlight the progress made to date and the remaining challenges.

- The enrollment of handicapped, disadvantaged, and LEP students in vocational programs at the secondary and post-secondary programs throughout Illinois has increased steadily.

	FY 1979	FY 1981
Disadvantaged	133,608	174,544
Handicapped	29,861	40,964
Limited English Proficient	2,481	5,686

While enrolments have increased, there are no data available to indicate the extent to which the total population of special needs youth and adults is being served statewide.

- Through a state-funded project at Illinois State University, inservice training and technical assistance were provided to university faculty members in vocational education, special education, and counseling at nine different universities.

- From 1979 to 1982 the DAVTE employed six regional Special Needs Consultants who worked directly with schools and community colleges to assist them in program development, inservice training, and technical assistance. Through this project more than 150 person-months of special needs assistance was provided to local education agencies throughout Illinois.
- The DAVTE has initiated several experimental efforts to improve the funding of special needs programs. These efforts have included special addenda to the One and Five Year Plans for community colleges and providing small planning grants to districts to aid them in developing programs and services for LEP, handicapped, and disadvantaged students.
- While much has been done to stimulate special needs programs statewide, comprehensive evaluations of these efforts have not been undettaken. A recent study of the Three Phase Evaluation System by the State Advisory Council recommends that "The Illinois State Board of Education should review its evaluation procedures concerning . . . the results of services to special populations enrolled in vocational programs to comply with rules and regulations governing P.L. 94-482 (Piland, 1982, p. 24)."

- The formal involvement of vocational education and vocational educators in instructional programs for handicapped students continues to be limited. A 1979 National Survey of Individualized Education Programs (IEPs) for Handicapped Children (Pyecha, 1979) revealed that only 7.8% of all 2,657 IEPs studied contained short-term instructional objectives focusing on prevocational or vocational education. For students between the ages of 16-21, only 31.2% of their IEPs contained vocational objectives. Similar problems appear to exist in Illinois. A study of IEPs of high school special education students in a large central Illinois community revealed that less than half of the IEPs contained a vocational component. In most instances, those vocational objectives provided only for work experience and were implemented solely by special education prevocational coordinators. The involvement of special education students in the regular vocational classes was extremely limited, as was the involvement of vocational educators in meetings related to the development of IEPs.
- Funding for Federal programs focusing on special needs populations appears to be declining. Similarly, enrollments at the secondary level are declining which reduces the capability of LEAs to generate funds through the state aid formula.

> If programs to serve special needs youth are to continue or expand, it appears essential that they be coordinated across agencies as well as coordinated on a regional basis, especially in the downstate areas of Illinois. To maximize funding and services, it is imperative that vocational education expand its collaborative efforts in serving special needs students by working more closely with special education, vocational rehabilitation, CETA prime sponsors, and business and industry.

These data and observations represent some of the major, continuing concerns related to serving special needs youth and adults in vocational education. They represent concerns that the Programmatic Emphasis Project addressed during the past four years, as well as concerns that the program will continue to address.

Goals and Objectives

During the initial planning phases of the Programmatic Emphasis Project, a variety of prospective goals and objectives were considered. The selection of goals that were consistent with the university's mission was considered essential. The University was chartered in 1867 under the Land Grant Colleges Act. The Land Grant affiliation creates a broad and diverse mission for a College of Education and its member units. This mission can be defined generally to include: teaching, research, and public service. At the U of I it was and is extremely difficult to prioritize efforts among the three missions. Changes in enrollment patterns and fluctuating levels of external support for research appear to continuously affect the resources allocated to and available for research, instruction and service activities on the university, college, department, and individual faculty member levels. It is relatively certain, however, that any organizational thrust or programmatic emphasis must include a blend of research, instructional, and service activities.

Goals

The primary thrust of the Programmatic Emphasis Project throughout its existence was to build and implement a program capacity for serving special needs populations in vocational education. Two major goals were identified as the foundation for this effort:

1. To organize and implement a developmental model of a programmatic emphasis on vocational special

needs education which consists of instructional, research, and service activities.

2. To facilitate linkages between vocational education, special education and vocational rehabilitation at the university, state agency, and local levels.

The project was supported by the Illinois State Board of Education, Department of Adult, Vocational and Technical Education and the University of Illinois for four years with the intent that the outcomes would assist other university vocational teacher education programs in expanding their efforts to address special needs populations. Because of the diversity of university teacher education programs, the concept of developing a singular model for adoption by other state universities was never considered feasible by the funding agency or project staff. Rather, the development of course syllabi, professional course modifications, teacher education materials, and other concepts for possible adaptation and adoption by other institutions was considered a more viable approach.

The development of a programmatic emphasis model also provided an important opportunity for building collaborative endeavors. One of the major assumptions basic to this approach was the notion that effective collaboration among professionals involved in special education, rehabilitation, and vocational education was instrumental to improving and expanding educational and employment opportunities for special populations. As part of the Programmatic Emphasis developmental activities, this cross-field cooperation was essential to planning and implementing instructional, research and service activities. It is important to note that these linkages needed to be developed outside of the university as well as within. Much of the planning for courses, graduate programs, and research projects was based on collaborative input from the three state agencies, state advisory councils and task forces, as well as local personnel who were actively engaged in vocational education, special education, vocational rehabilitation, and employment and training programs. Since these collaborative efforts were occurring only infrequently in 1977-78, it was intended that this project provide, to some extent, a catalytic function for expanding interagency collaboration and communication among various groups in the state.

Objectives

Specific objectives for the Programmatic Emphasis Program were identified for each of the mission areas: instruction, research, and service. These objectives were designed to implement the goals of the project within a framework consistent with the university's mission.

Instructional Objectives. Four major instructional objectives were identified focusing on inservice and preservice instruction:

1. Develop and formatively evaluate courses focused on vocational special needs education.
2. Develop a graduate-level special needs emphasis for training administrators, instructional person-

nel, coordinators, counselors, teacher trainers, and researchers.

3. Integrate special needs content and competencies into the undergraduate vocational teacher education program.
4. Provide special needs continuing professional education for inservice personnel presently employed in vocational education, special education, and supportive service areas.

The instructional objectives addressed a broad range of needs including off-campus inservice instruction, the development of a new course and graduate special needs seminars, and the infusion of special needs content into the undergraduate vocational teacher education curricula. Over the four-year project period specific activities were undertaken to implement each activity. During the initial two years of the project (1978-80) primary attention was devoted to the first two objectives--course development and graduate program development.

Service Objectives. Service activities encompass those activities designed to help practitioners, professionals, and others interpret and use current information. Service activities are usually undertaken to assist (i.e., serve) professional colleagues or others in such activities as defining and resolving problems, responding to unmet needs, developing plans, and examining the implcations of various policies and policy decisions. Two major service objectives were undertaken in the project:

1. Build working and technical assistance relationships with state advisory councils (e.g., State Advisory Council on Vocational Education) and state professional associations (e.g., Illinois Vocational Association).
2. Provide technical assistance regarding vocational education for special populations to the Illinois State Board of Education.

These technical assistance and service relationships are critical to building effective linkages between and among the various state agencies, state advisory councils and task forces, and professional and advocacy associations. In addition to directly benefiting the service recipients, these relationships help in identifying relevant content and priorities for instructional and research activities for university personnel.

Research Objectives. The development and dissemination of new knowledge via research is a principal function of a major university. In an emerging field such as vocational special needs education there continues to be an extensive need for effective program models, instructional materials, and vocational curricula. In addition to research and development activities, evaluation of developing and on-going special needs programs is an important program improvement activity. Two major research-related objectives were an integral part of the project:

1. Encourage and facilitate the efforts of faculty and graduate students to engage in research that improves vocational education programming for special needs learners.
2. Evaluate the effectiveness and impact of the Programmatic Emphasis Model.

Programmatic Emphasis Design

The overall design of the Programmatic Emphasis Project contained several key elements. Included in the original project design were the concepts of initial seeding support, infusion, comprehensive mission focus, and extensive faculty involvement. These design concepts were described, to some extent, in the Goals and Objectives section. This discussion however, provides an explicit description of the Programmatic Emphasis Project design.

In 1978, during the initial discussion of the vocational special needs problem, it was recognized that building a special needs emphasis in the VOTEC Department was an important, long-range investment for both the University and the State Board of Education. The College of Education and VOTEC faculty in particular envisioned the need to serve special needs populations as a major focus of vocational education for the next several decades. Similarly, the ISBE envisioned the need to train new and current teachers in working with special students, as well as a need to expand research and development efforts to address the problem. With this common need identified, an incentive seed grant stategy was developed. The ISBE agreed to provide the initial support for a four year project with the understanding that the University would increase its financial commitment to the project each year. As part of the initial contractual agreement, a schedule was developed describing the anticipated financial commitments.

	ISBE/DAVTE Funds	UIUC Funds
FY 1979	$31,000	$16,500
1980	30,000	17,500
1981	25,000	20,000
1982	20,000	25,000
1983	0	31,000

Throughout the course of the project this schedule was followed closely.

Infusion

Emphasizing the infusion of special needs content into the existing program was recognized as another critical design component. The infusion approach appeared important for one central reason. Because mainstreaming was occurring widely for the vast majority of special needs students, it was acknowledged that all personnel in vocational education are, in some way, affected by this trend. Thus, it is important that all practitioners, future practitioners, and professors have some minimal level of knowledge and/or expertise in working with special needs populations.

Comprehensive Mission

As noted earlier, the UIUC has a comprehensive and unique mission among institutions of higher education in Illinois. This mission includes the commitment of its programs and faculty to research, teaching, and service. From the outset, it was assumed that the special needs programmatic emphasis efforts would be infused in each of these missions; thereby addressing the need for teacher education, program improvement, and research from an integrated and comprehensive perspective. Specific objectives for research, instruction, and service were identified as the basis for the Programmatic Emphasis Project. A blending of these complimentary missions and project activities assures that the needs and concerns of professionals, policymakers, and scholars alike are examined and addressed.

Faculty Involvement

The design of the project also emphasized broad-based faculty involvement. It was intended that the VOTEC faculty, as well as other faculty members in the College: (a) provide input in the development of the Programmatic Emphasis Project, and (b) participate in the implementation of the project. The implicit goal was to provide faculty members with an on-going exposure to special needs concepts and information. It was anticipated that this would enable them to develop a level of special needs expertise sufficient for their regular teaching responsibilities, research interests, service assignments, and student advising responsibilities.

Initially, a faculty steering committee was formed to aid in developing specific implementation plans and the second and third year proposals. The committee consisted of:

Dr. H. C. Kazanas, Chair
Vocational and Technical Education

Dr. M. Stephen Lilly, Chair
Special Education

Dr. Tim L. Wentling, Professor
Vocational and Technical Education

Dr. Mildred Griggs, Professor
Home Economics Education

Dr. James Raths, Associate Dean
Undergraduate Education

Dr. Frank R. Rusch, Associate Professor
Special Education

Dr. L. Allen Phelps, Associate Professor (Ex-officio)
Vocational and Technical Education/Special Education

This group provided advice and direction and facilitated the planning of specific activities.

The steering committee was instrumental in planning and developing the vocational special needs course (VOTEC/SP ED 309), planning graduate student faculty seminars, formulating the graduate program, and reviewing special needs research project plans. Throughout the first two years of the project, this group was consulted individually and collectively on each of the major project decisions and undertakings.

As the project moved into its third and fourth year more attention was given to the undergraduate VOTEC program. The steering committee was re-structured in the Fall of 1980 to include a faculty member from each of the five instructional divisions (Agricultural Education, Business Education, Health Occupations Education, Home Economics Education, and Industrial Education). This group guided the program staff in developing the special needs course infusion plans for each division. Through this group, information regarding the certification mandates of House Bill 150 (Teaching Exceptional Children) were reviewed, interpreted, and communicated to the faculty.

The overall design of program improvement activities in higher education is extremely critical to whatever success is achieved in implementation. The design of such efforts is highly dependent upon the nature of the desired programmatic improvement or revision. However, it appears imperative that consideration be woven into the design related to initial financial support, involvement of faculty and administrative personnel, and relevance to mission.

Activities and Accomplishments

This section provides a historical review of the four years of the Programmatic Emphasis Project. Initial funding for the project was received in August 1978. As per the initial agreement, three additional annual contracts were received. DAVTE/ ISBE support for the project continued through June 1982. The following sections describe the activities and accomplishments of each of the four project years.

Year 1: 1978-79

During the first year a variety of important developmental and planning activities were completed. These activities focused heavily upon hiring personnel, establishing the faculty steering committee, and developing and offering the initial vocational special needs course. The following is a chronology of the major activities and accomplishments:

- Dr. H. C. Kazanas, Chairman of the Department of Vocational and Technical Education served as the project director during the first two years of the project. His primary responsibility involved identifying and hiring a full-time principal investigator for the project. In December, 1978, Dr. L. Allen Phelps was hired to serve as the full-time staff person responsible for the project.
- During November a seven-member Faculty Steering Committee was appointed to advise the project staff. This committee included representatives of the Dean's Office and the Department of Special

Education, in addition to four VOTEC Department faculty members. The committee met on three occasions to review the goals and objectives of the project and to review and approve the syllabus for the initial special needs course.

- During the months of December, January, and February Dr. Phelps interviewed each of the VOTEC faculty members and several members of the Department of Special Education to determine the on-going instructional and research activities related to vocational special needs education. All undergraduate and graduate course syllabi were reviewed also.
- During the second semester a four semester hour course entitled Vocational Education for Special Needs Learners was offered. A total of nine graduate students enrolled in the special section of VOTEC 456. The course focused on legislation, programming models, and instructional strategies related to vocational special needs education. Each of the course sessions was formatively evaluated by the students and instructor.
- From January through June, 1979, several meetings were held with the DAVTE Occupational Consultants staff to identify policy and resource materials, exemplary local programs, and related general information to be used in the Special Needs Emphasis activities. The Handicapped and Disadvantaged

Consultants were invited to campus to meet with graduate students and faculty.

- During the Spring of 1979, project staff assisted in a statewide survey of inservice needs. This survey was undertaken by the VOTEC Department to determine the continuing professional education needs of vocational educators. The data and information from the survey were used to plan and schedule off-campus graduate courses and workshops for VOTEC teachers and coordinators. Not surprisingly, the results revealed the need for a workshop focused on helping teachers work effectively with mainstreamed students. As a result of the survey, such a workshop was scheduled for Moline, Rockford, and the Chicago suburbs for 1979-80 and 1980-81.
- During the Spring of 1979 two grant applications were completed. One of the applications, which was subsequently funded by the U.S. Office of Education, focused on the training of state leadership personnel in vocational/special education. The second proposal involved establishing a Special Needs Extern Program. This project was supported by the DAVTE in conjunction with the Special Needs Consultant project at Illinois State University.

Year 2: 1979-80

During the second year of the project efforts addressed: (a) refining the special needs course, (b) developing the graduate-level special needs program, and (c) initiating the development of resource materials for each of the divisions within the Department. Overall, the year produced some important accomplishments. VOTEC/SP ED 309 (Vocational Education for Special Needs Learners) was added as a permanent, upper-level course to the programs of the VOTEC and Special Education Departments. The departments also approved the initial draft of a graduate level program entitled Career Development for Special Populations. Project staff also assisted in the DAVTE-sponsored Special Needs Consultant and Special Needs Extern projects throughout the year. Additional activities and accomplishments are noted below:

- The Faculty Steering Committee assisted the project director in planning and developing the graduate-level program. A total of six professional career emphases were identified and appropriate coursework and field experiences developed for each of the career options. At the masters degree level, the special needs career emphasis areas were identified as: teacher/trainer, coordinator, and counselor. The advanced-level career emphasis areas included: teacher education, administration, and research. During 1979-80 the proposed graduate level program was reviewed by the faculty in both departments and suggested revisions identified. In 1980 the program, as described in Attachment A, was adopted by both departments.

- The initial off-campus vocational special needs course was held in Moline, Illinois during the Fall, 1979 semester. A total of ten vocational teachers and counselors were enrolled.
- To identify and recruit special needs graduate students, a brochure describing the graduate program was developed. Approximately 500 coopies were disseminated to local districts and community colleges throughout the state. Two hundred copies were also distributed at the state IVA and CEC conferences in February and April, 1980. Attachment B is a copy of the graduate program brochure.
- During the Fall of 1979 discussions were initiated with several organizations regarding the co-sponsorship of a statewide leadership conference on vocational special needs education. Dr. Phelps provided the planning leadership for the conference which was held in Springfield, April 16-17, 1980. Approximately 125 local directors, DORS counselors, special educators, parents of handicapped students, and state agency staff attended the 1½ day conference. The conference theme was interagency collaboration and planning. Among the organizations assisting in the planning and conduct of the conference were: University Liaison Council; Illinois Advisory Council on Adult, Vocational and Career Education; Illinois Alliance for Exceptional Children; Illinois Association of Citizens with Learning Disabilities; Illinois Guidance and Voca-

tional Services Association, and the Illinois Administrators of Special Education. This conference provided a means for identifying and clarifying many vocational special needs issues and concerns that were subsequently included in the Programmatic Emphasis Project. It also served as a forum for presentation and dissemination of the project to those in attendance.

- Also during the second year, the project staff began to compile special needs articles and classroom resource materials for each of the five occupational cluster areas. With the assistance of the Faculty Steering Committee, a plan was devised for compiling an Occupational Cluster Resource Notebook for Special Needs Learners for each cluster.
- Four nationally recognized consultants visited the UIUC campus throughout the year and provided seminars for the graduate students and faculty related to vocational special needs education. These individuals visited the campus in conjunction with other on-going special needs projects, and were able to add an important insight to the graduate program.

Year 3: 1980-81

The third year of the project included expanded efforts toward the undergraduate vocational teacher education programs, along with some initial efforts to evaluate the Programmatic Emphasis Project. During 1980-81 the College's interest in the project increased dramatically with the implementation of the new H.B. 150 certification mandate requiring all new teachers to have coursework related to the education of exceptional children. Additionally, two topical graduate seminars were offered during the second semester. The specific activities and accomplishments of 1980-81 are listed below:

- Drs. Frank Rusch and Allen Phelps developed and co-taught an advanced graduate seminar entitled "Issues in Career Education for Special Needs Students." Six graduate students from the VOTEC and Special Education Departments were enrolled.
- A total of 20 guest lectures were given by the project staff in undergraduate vocational education courses throughout the year. At least one (1) lecture was conducted for each of the five divisions.
- A Special Needs Content Matrix was designed to guide the infusion of special needs content in each of the five undergraduate vocational teacher programs. Extensive interviews were held with faculty members to identify the appropriate special needs-related competencies to be infused. Nine special needs competency clusters were identified as appropriate for all undergraduate programs. Meetings were held with each Division's faculty to discuss the specific courses where the nine competency clusters would be addressed.

- Work was completed on the five Occupational Cluster Resource Notebooks for Special Needs Learners. Each notebook contained articles and resource information describing strategies for working with special students in specific vocational programs, i.e., horticulture. The materials in each notebook were organized into the following sections: staff/teacher competencies, identification and assessment, instructional planning, instructional management, instructional materials and bibliographies, inservice strategies, occupational success stories, exemplary/innovative programs, and general information. One hundred copies of each notebook was produced and forwarded to DAVTE for dissemination. Attachment C presents product abstracts of each Notebook.
- Drs. Rudolph Troike and Allen Phelps planned and co-taught an advanced graduate seminar entitled "Vocational Education for Limited English Proficient Students." Six VOTEC graduate students were enrolled.
- A "Staff Development for Special Populations" program was formally-initiated with the Division on Extramural Programs. This credit-generating, field-based staff development program enables the UIUC to contract directly with local education agencies or other similar groups or organizations for inservice staff training services. Through this

program the UIUC is able to deliver a 40-45 hour program which is tailored to the special needs related inservice and program development needs of the LEA or organization. A flyer describing the program was developed and disseminated to 100 LEAs (see Attachment D).

- Throughout the year technical assistance services were provided to several groups on a continuing basis. The DAVTE/ISBE and Vocational Education Task Force of the Illinois Association for Retarded Citizens were the primary recipients of these services.
- During 1980-81 efforts were also devoted to evaluating the impact of the Programmatic Emphasis Project. Evaluations were completed by each of the 20 students enrolled in VOTEC/SP ED 309. From the two course sections, 90% or more of the students either "agreed" or "strongly agreed" with the following statements:

  Much was gained by taking this course.
  The course material was worthwhile.
  The course content was excellent.
  It was quite interesting.
  Overall, the course was good.
- Assistance was also provided to several faculty members in their efforts to initiate research projects. Six different faculty members submitted prospecti for

special needs-focused research, curriculum development or inservice training projects to the ISBE/DAVTE via the UIUC's University Short and Long Range Plan for Vocational Education. Assistance was also provided on the submission of four vocational/special education grant proposals to the U.S. Department of Education.

Year 4: 1981-82

The fourth year of the project focused heavily upon extending, formalizing, and evaluating the efforts of the first three years. During 1981-82 the special needs infusion plans for each division were finalized. Further, the first contractual inservice staff development project was planned and carried out. The Office of Career Development for Special Populations was established, thereby formalizing the College's continuing commitment to vocational education for special needs populations. Finally, major efforts were undertaken to evaluate the impact of the Programmatic Empahsis Project. The following brief statements describe the activities and accomplishments of the fourth year:

- As noted earlier, a detailed Special Needs Infusion Plan was developed for each of the Divisions. In each of these plans, strategies were outlined for infusing special needs content into the undergraduate teacher education program. The plan for each division includes approximately 50 clock hours of instruction (the equivalent of a 3-semester hour course) pertaining to nine special needs competency areas. As a result of this effort all undergraduate and many graduate students in the VOTEC Department now receive planned and intensive instruction in serving special needs students. Attachment E provides an illustrative Special Needs Infusion Plan. Attachment F includes the Special Needs Content Matrices for each of the five divisions.

- The first comprehensive evaluation of the Programmatic Emphasis Project was completed this year. This evaluation included a survey of all VOTEC seniors regarding their perceptions of the special needs infusion efforts and their level of prepareness for teaching special needs students. A mail survey was also conducted with the 70 individuals who had enrolled in four off-campus special needs courses over the past three years. Finally, a faculty/graduate student interview study was completed in May-June with 21 randomly-selected faculty members, administrators, and graduate students in the College of Education to determine their perceptions of the impact of the project to date. The results of these studies reveal a fairly positive impact of the project upon other faculty members, undergraduate and graduate programs, garduate student enrollment, and other departments within the College. The Outcomes and Impact section of this report presents and discusses the evaluation data in substantial detail.

- During the year several of the products that have been developed through the Programmatic Emphasis Project were refined and finalized. The revised and final Graduate Program Description is presented in Attachment A. Several revisions and refinements were made in the Course Syllabus for VOTEC/SP ED 309: Vocational Education for Special Needs Learners. The current syllabus is presented in Attachment G.

  Resource materials were also field tested and revised for the major assignemnts in the VOTEC/SP ED 309 course. Attachment H presents the revised resource materials for the assignments involving: (a) the Special Needs Program Visitation, (b) preparation of critical analysis papers, and (c) preparation of an Individualized Education Program (IEP).
- One of the more significant accomplishments of 1981-82 was the establishment of the Office of Career Development for Special Populations (OCDSP). One of the initial goals of the Programmatic Empahsis Project was to expand the special needs research activities within the Department. Since 1978-79, a total of 11 annual grants and contracts have been obtained from the Illinois State Board of Education, the U.S. Department of Education, and the Pennsylvania State University. These projects have focused primarily upon research and development and personnel development problems related to vocational education for special needs populations.

The projects have provided numerous opportunities for graduate student assistantships, collaborative activities among faculty members, and development of library resources. In September, 1981 the Dean of the College of Education approved the formation of the OCDSP unit to facilitate the on-going program improvement and research program related to career development for special populations. The unit is co-sponsored by three departments within the College--Vocational and Technical Education, Special Education, and Multicultural/Bilingual Education. Attachment I provides an overview of the OCDSP's missions, functions, and activities.

- Initiation of the special needs inservice staff development program was another major accomplishment of 1981-82. As noted earlier and described in Attachment D, arrangements were made with the Division of Extramural Programs to offer credit-generating inservice programs to local education agencies throughout Illinois.
- In April 1981, the Decatur Public Schools District #61 and Macon County CETA Services requested a 10-week workshop focusing on vocational assessment and exploration programs for special needs students. The workshop was planned and coordinated in conjunction with the administrative staff of District #61 and Macon County CETA Services. A total of 22 professionals enrolled in the workshop and each received four (4) semester hours of credit.

Outcomes and Impact

The outcomes of a diverse effort such as the Programmatic Emphasis Project are difficult to measure and describe. In general, the outcomes appear to reflect the three major sets of programmatic emphasis objectives--instruction, research, and service. Specific project activities were undertaken in each of these areas. It should be noted, however, that often these activities involve multiple objectives of research, instruction and service. In a developmental endeavor such as the Programmatic Emphasis Project, the typical teaching and service activities also had, in many instances, a research and development component. The following sections outline the major evaluative outcomes for the project's activities related to instruction, research and service.

Instructional Outcomes

The instructional efforts of the project focused on: infusing special needs content into the vocational teacher education program, building a vocational special needs graduate program, and providing continuing professional education to vocational education personnel who are working with special needs students. Generally, these activities can be classified as: preservice instruction, graduate-level instruction, and inservice instruction.

Preservice Instruction. The development of the Special Needs Infusion Plans (Attachment F) for each division provided a framework for integrating pre-specified special needs content into the professional education courses taken by all undergraduates. To examine the effectiveness of these efforts each of the graduating VOTEC seniors were surveyed in April, 1982. A total of 55 surveys were given to the Division Chairs during the next to last week of classes during the Spring, 1982 semester. Forty useable surveys were returned after one follow-up letter was mailed to each nonrespondent. The distribution of returned questionnaires by program area was as follows:

Agricultural Education	8
Business Education	7
Health Occupations Education	8
Home Economics Education	7
Industrial Education	10
	40

The highlights from the VOTEC Senior Survey were as follows:

- Only about 67% were planning to look for a job in public vocational education at the secondary or postsecondary level. The remainder were seeking positions in business and industry and/or planning to enter graduate school.
- Ninety percent of the seniors were aware of the new H.B. 150 certification requirements for teaching exceptional children.
- When asked to rate their level of knowledge and expertise in working with special needs students, the average respondent's rating was 2.6--with "2" being "a limited amount" of expertise and knowledge and "3" being "a moderate amount." Generally, the seniors perceived themselves as most proficient in understanding "the characteristics of special needs

learners" and least proficient in understanding the "legal bases for serving special needs students." Across the five divisions, the Home Economics and Agriculture seniors rated themselves higher than the other groups in terms of their capabilities in working with special needs students.

- Generally speaking, 35% of the seniors reported having had some experience with special needs individuals, most commonly with mentally handicapped, disadvantaged, and learning disabled individuals.
- Slightly over 52% of the seniors indicated a willingness and interest in teaching special needs students.
- Fifty percent indicated they intended.to learn more about special needs students in the future by reading appropriate professional literature, attending special needs conferences and workshops, and enrolling in special needs graduate courses.

Graduate-Level Instruction. The on-campus graduate-level instructional objectives focused on developing a graduate program in vocational special needs education. The outcomes of this basic objective are reflected in Attachments A and B. A program offering six major areas of study at the masters and advanced degree levels is now in place and attracting students. At present there are seven active doctoral students pursuing vocational special needs as their primary area of interest. In addition, a total of 16 off-campus masters students are also enrolled in the program.

Student evaluations of the VOTEC/SP ED 309 course (Vocational Education for Special Needs Learners) have been quite positive. During the course of this project, this course has been offered for graduate students on-campus four times, and a total of 45 students have been enrolled. End-of-course evaluation forms were used in three of the course sections. More than 90% of the students completing the course "agreed" or "strongly agreed" with the following statements:

- The course material seemed worthwhile
- It was a very worthwhile course
- I think the course was taught quite well
- It was quite interesting
- The course content was excellent
- Overall, the course was good

In an interview survey near the end of the project 21 faculty members were asked to indicate what they felt were the most significant changes in the Department over the past four years resulting from the Special Needs Emphasis. Five of the respondents felt the most significant change was the creation of the special needs graduate program and the increase in graduate students studying in this area.

Inservice Instruction. Over the four years of the project a significant portion of the resources were devoted to developing inservice courses and workshops. Attachment D describes the Staff Development for Special Populations program, which is focused on providing LEAs with specialized inservice programs. In addition, four special needs inservice courses were offered through the UIUC's Extramural Program. These courses enrolled 70 individuals and were taught in Moline (Fall, 1979), Rockford (Fall, 1980), River Grove (Fall, 1981) and Decatur (Fall, 1981). During April-May, 1982 a mail survey was sent to each of the 70 former students asking for a follow-up evaluation of the inservice course. The following are some of the highlights from the 24 surveys that were returned.

- The vast majority of the respondents were teachers, counselors, and work-study coordinators (87%) and from vocational education (67%).
- The ratings of the course appeared to be quite positive:

	Strongly Agree or Agree
The course met my needs	87.5%
The course was well organized and sequenced	70.2
Useful, practical information was presented	87.5
Adequate, appropriate instructional resources were used	91.7
Appropriate alternative learning experiences were provided	83.3
The instructional development project was a valuable experience	83.3

- On the average, 37% of the respondents worked directly with special needs students during 1981-82. Among the more frequently served special students were: economically disadvantaged (62.5%), learning disabled

(58%), academically disadvantaged (54%), and mentally impaired (49%).

- The respondents were asked to indicate the degree of change they experienced as a result of completing the special needs inservice course. The range of possible responses included: 1- no change, 2- slight change, 3- some change, and 4- extensive change. Generally speaking, the respondents reported some changes in information gained ($\bar{x}=2.79$) and attitudinal changes ($\bar{x}=2.71$). In terms of professional practices, the respondents felt the greatest changes were in their abilities to collect and use vocational assessment information ($\bar{x}=2.83$) and communicate with other professionals ($\bar{x}=2.67$).
- From 8-12% of the course participants indicated that as a result of participating in the course they either developed a new vocational program for special students, expanded an existing program, undertook a curriculum development project related to special needs students, or initiated a staff inservice program at their LEA.

Research Outcomes

Several research outcomes were realized as a result of the establishment of the Programmatic Emphasis Project in 1978. For the Emphasis project staff, this project served as the catalyst for generating several additional research proposals and establishing a series of special needs research and personnel development programs. These projects, in turn, provided on-campus graduate study support for doctoral students, generated new knowledge and products for the field, and stimulated faculty involvement in special needs research and development activities. The following points describe some of the significant outcomes:

- Following the initial funding of the Programmatic Emphasis Project, four additional major projects were awarded to the Office of Career Development for Special Populations. These included:

  Development of an Occupational Special Needs Extern Program

  Source: ISBE/DAVTE
  Period: July 1, 1979-June 30, 1981
  Funding: $100,000

  Leadership Training Institute/Vocational and Special Education

  Source: Office of Special Education, U.S. Department of Education
  Period: July 1, 1979 to May 31, 1982
  Funding: $626,000

  Research, Evaluation, and Program Improvement for Limited English Proficient Students in Vocational Education

  Source: ISBE/DAVTE
  Period: July 1, 1980 to June 30, 1982
  Funding: $94,155

  Processes for Improvement of Secondary Special Education Programs (Project EXPAND)

  Source: Office of Special Education, U.S. Department of Education
  Period: October 1, 1981 to March 30, 1983
  Funding: $118,977

- During 1979-82 these research projects provided assistantship support for 14 doctoral students to pursue advanced studies. All but two of these students are majoring in vocational special needs education. Four of these individuals have completed their dissertations. Three of the four have accepted university faculty and/or research positions related directly to special needs populations.

- The additional research projects also enabled the UIUC to employ three full-time visiting professors and two education specialists. In addition to their work on the projects, these individuals made (and continue to make) important contributions to the special needs instructional program. They have served as guest lecturers in VOTEC courses and been instructors for VOTEC/SP ED 309. Additionally, they have authored several funding proposals which have extended and broadened the research programs of the OCDSP.
- The additional special needs projects have generated a series of important publications for practitioners and policymakers in Illinois and throughout the nation. Listed below are titles of selected publications from each of the projects.

Leadership Training Institute/Vocational and Special Education

- Interchange (newsletter, 15 issues)
- Policy Paper Series (a series of seven sets of policy papers focusing on policy issues such as interagency collaboration)
- Research and Resource Series (a series of 10 documents which include research reports, compendia of project abstracts and interagency agreements, and a federal assistance guide)

  - Personnel Development Series (a series of 9 documents that provide guidelines for establishing and conducting inservice and preservice programs focused on career/vocational education for handicapped individuals)

Research, Evaluation and Program Improvement for Limited English Proficiency (LEP) Students in Vocational Education

  - Identification and Assessment of LEP Students in Vocational Education Programs: A Handbook of Procedures, Techniques, and Resources
  - Limited English Proficiency Students in Vocational Education: A Handbook for Vocational Educators
  - Serving LEP Students in Vocational Education: Inservice Resource Guide
  - Evaluation of Vocational Education Programs Serving LEP Students: An Analysis of the Illinois Three Phase System
  - Identification, Assessment and Placement of LEP Students in Vocational Education: A Study of Current Practices in Illinois

Development of an Occupational/Special Needs Extern Program

  - Occupational Cluster Resource Notebooks for Special Needs Learners (series):

    Agricultural Occupations
    Business, Marketing and Management Occupations
    Home Economics Occupations
    Health Occupations
    Industrial Occupations

- Finally, the existence of the Programmatic Emphasis Project and the OCDSP also appears to be facilitating the research interests of other faculty members. Over the fours years of the project there has been a continuous growth in faculty interest in vocational special needs research activities. In February, 1981 a total of six special needs project prospecti were prepared for the

Departments "Short and Long Range Plan for Vocational Education" that was submitted to the Illinois State Board of Education. The proposed projects focused on such topics as LEP programming, generalizable skills, vocational-special education in-school coordination, serving special needs students in vocational youth organizations, and basic skills. Further, a review of the annual faculty reports revealed that visiting and regular faculty members are involved in non-funded special needs research, conventional/workshop presentations, and special needs professional associations.

Service Outcomes

Several significant service outcomes were also realized. The project staff provided service and technical assistance to a variety of state organizations, agencies, as well as local education agencies. The service activities took various forms including, but limited to providing leadership for statewide task forces, planning conferences and workshops, setting on statewide advisory panels, and making presentations at local inservice workshops. Among the more significant service outcomes were the following:

- In April 1980, the project staff organized and coordinated the Illinois Leadership Conference on Vocational Programming for Special Needs Populations. The purpose of the conference, which was co-sponsored by six state agencies and organizations, was to facilitate and enhance communication, program development, and policy formulation among individuals, organizations and agencies involved in delivering vocational education to handicapped and disadvantaged youth and adults. Approximately 125 administrators, coordinators, teachers, teacher educators, advocates and parents attended the two-day conference.

More importantly, the conference brought together individuals from the fields of vocational education, CETA, special education, and vocational rehabilitation to discuss problems, programs, policies, and possible solutions.

- Project staff have also been involved in the on-going work of the Vocational Education Task Force, which is sponsored by the Illinois Association for Retarded Citizens. This group of 14-15 individuals representing state agencies, community colleges, local schools, universities, and advocacy and parent organizations has been meeting bi-monthly for over two years to share concerns relative to vocational programming for handicapped individuals. Under the leadership of Dr. Phelps and other committee members, two major studies have been completed resulting in the publication and dissemination of two documents:

  Vocational Programming and Service for Handicapped Individuals in Illinois: A Roadmap to to Productive Employment (September, 1981)

Vocational Programming and Services for Handicapped Individuals in Illinois: Program Costs and Benefits (September, 1982)

These booklets provide useful information to handicapped individuals, parents, and professionals regarding vocational programs and services for handicapped persons.

- In addition, project staff have had the opportunity to provide technical assistance and advice to the Department of Adult, Vocational and Technical Education on a continuing basis. Short inservice sessions on topics such as trends in vocational assessment have been proviced to the DAVTE staff. As a result of the Programmatic Emphasis Project, staff have also been invited to sit on the DAVTE Special Needs Advisory Committee and the Individualized Career Planning Task Force. These service opportunities have provided an excellent forum for discussing and interfacing policies, trends, and new initiatives. Close relationships such as these provide valuable insights for university faculty members and graduate students.

Impact

To examine the impact of the Progammtic Emphasis Project, it is important to return to the basic purpose of the project. As stated in the Goals and Objective section, the project was designed to build and implement a university program capacity for serving special needs populations in vocational education. This capacity building endeavor focused specifically upon undergraduate, graduate, and inservice instruction, research and service. The previous sections have detailed the activities undertaken and the outcomes. However, the overall evaluative questions must focus upon the impact of the project. That is, to what extent has this project fulfilled the capacity building goal of four years ago? Similar questions include: What types of meaningful changes have occurred to the institution and its programs? Are these changes likely to be enduring? Perhaps the most important question is: To what extent will these changes affect the vocational programs and services provided to special needs populations?

To address some of these impact questions, a survey involving interviews with current UIUC faculty members, administrators, and graduate students was conducted in May, 1982. In addition to asking questions about the impact of the Special Needs Emphasis efforts, the interviews also sought to identify needed refinements and improvements in the vocational special needs program. A total of 21 individuals from the VOTEC Department, Dean's Office, and Department of Special Education were interviewed by three graduate students using a structured interview form.

The interviews provided several indicators of impact having occurred during the Programmatic Emphasis Project. All 21 individuals interviewed indicated they had received some form of assistance and/or service from the OCDSP staff. The services most frequently received included: (a) loan of resource materials/library resources (15 responses), (b) co-teaching/guest lecturer (14), (c) consultation regarding course content (14), and identification of special needs resource personnel (12). Other useful services identified by the respondents included assistance in advising students, developing research proposals, and consultation regarding certification. Further, the interviewees were asked to rate the quality of the services received on a scale of 1 to 5 with "1" being "poor" and "5" being "excellent." The average rating from the 21 respondents was 4.5, indicating a relatively high degree of satisfaction with the special needs services.

A second major question focused upon identifying the most significant changes occurring in the Department as a result of Special Needs Emphasis. A total of eleven changes were noted in response to this open-ended question. The most frequently cited changes were: (a) the addition and infusion of special needs coursework (7 responses), (b) increased cooperation among faculty, units, and departments (6 responses), (c) increased in the number of special needs graduate students (5 responses), and (d) improvement of faculty attitude and philosophy toward the special needs issue (4 responses). Implementation of these changes appear to have directly increased the capacity of the VOTEC Department to address research and teacher education concerns relative to the field of vocational special needs education.

An additional question raised via the interview focused on the likelihood of the aforementioned changes having occurred over the past four years without the externally funded Special Needs Emphasis. The responses were divided into two categories. Nine respondents felt the changes would *not* have occurred without the presence of the Special Needs Emphasis. Another seven indicated that the changes *may* have occurred to some degree, or that the changes would not have been implemented as rapidly. Only one respondent felt the changes that he/she had identified would have occurred without the presence of the Special Needs Emphasis. Clearly, those interviewed felt that the Special Needs Emphasis efforts were directly responsible for the previously identified changes.

Those who were interviewed were also asked about the extent to which the Special Needs Emphasis has affected their professional interests and activities. Thirteen distinctly different responses were gleaned from the 21 interviews. Six individuals said that the projects had increased their awareness, interests, and sensitivity related to special needs populations. Six others indicated that the Special Needs Emphasis had broadened their understanding of the current state-of-the-art in vocational special needs education. Two senior faculty members noted that these projects had reaffirmed earlier profeessional concerns and interests that they held relative to special needs students in vocational education. Several other respondents gave unique responses. Four individuals indicated that OCDSP had not substantially affected their professional activities. It appears that the existence of the Special Needs Emphasis has also directly affected, at least to some degree, the specific professional interests and activities of a sizeable portion of the faculty and administrative staff.

The most important questions regarding the impact of the Special Needs Emphasis program remain unanswered. The extent to which these project efforts contribute to improving and expanding vocational programs and services to special needs individuals in Illinois is the basic question. Teacher follow-up and research follow-up studies need to be implemented to ascertain the effects of specially-trained teachers and research products upon program offerings, special services, and students. As the Special Needs Emphasis program continues, its focus will be broadened to address these substantive questions.

Summary

This report has described and evaluated the four-year developmental history of the Programmatic Emphasis Project. The initial purpose of the project was to build a university program capacity for addressing the pressing problem of serving special needs youth and adults in vocational education. A series of activities were undertaken to design and implement a preservice, inservice, and graduate-level instructional program, a research program, and public service activities. These activities were implemented over a four-year period with extensive faculty involvement in the design and implementation phases. The project sought to use multi-disicplinary expertise in formulating instructional, research, and service programs.

The ideas, strategies, and resource materials presented herein are offered as possible strategies for adoption by others interested in program improvement activities related to vocational special needs education. It is not intended that the program model or support materials would be directly transportable to other university settings and courses. Rather, the intent of this project was to develop, install, and evaluate a Vocational Special Needs Education programmatic emphasis best suited to the University of Illinois. This descriptive and evaluative report was designed to share the fruits of this endeavor with the expectation that our experiences would be helpful to other teacher educators, university administrators, and researchers seeking to undertake similar efforts.

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Attachment A

Graduate Program Description: Career Development for Special Populations

GRADUATE PROGRAM DESCRIPTION:
CAREER DEVELOPMENT FOR SPECIAL POPULATIONS

College of Education
University of Illinois at Urbana-Champaign

Prepared by:

Department of Vocational and Technical Education
Department of Special Education

July 15, 1982

I. PROGRAM INTRODUCTION

A. Program Rationale

During the past ten years there has been a significant increase in vocational education programs and services for the handicapped, disadvantaged, and other special groups. These services are provided in a variety of settings, such as sheltered workshops, private and public schools, and business and industry. Skilled personnel will be required in all settings to assure the achievement of the highest degree of self-sufficiency and economic independence by these youth and adults with special educational, training and employment needs. Direct service personnel need to develop competency in such areas as assessment of community vocational alternatives available to special needs individuals, assessment of each student's vocational skill level, development of vocational objectives, total service planning, measurement and evaluation, consultation with other professionals and litigation and legislation pertaining to the individuals being served. The justification for a personnel preparation program which addresses these needs seems apparent.

B. Description of Students Who Can Benefit from the Program

Essentially, this program is designed to prepare professional personnel interested in careers in vocational education for special needs populations. There are several career options available to individuals with interest in this area. Students earning Bachelor's or Master's degrees with this specialization can obtain employment as a lead teacher or master teacher, public school prevocational or special needs cooperative teacher coordinator, trainers in community-based training programs, or as rehabilitation counselors. Doctoral or advanced students can develop their expertise in teacher education, administration, and/or research.

Completion of selected coursework in the program is recommended for all undergraduate teaching majors in other areas of special education and vocational-technical education. It is important that all educational personnel be aware of the issues and instructional strategies related to the career development of special needs populations. Such a commitment helps to insure that these students are prepared to function as independently as possible. Career development and planning for special needs students should be the focus of their educational experience. This necessitates, of course, longitudinal educational planning and the cooperation of all education personnel. Thus, completion of coursework by other special education and vocational technical education teaching majors should ultimately benefit special needs populations.

C. Description of Career Emphases

In order to meet the needs of students with diverse interests in vocational education for special needs populations, the program offers individualized programs of study in six career emphasis areas. Undergraduates and Master's students can pursue progams which develop competencies needed by: (1) teachers/trainers; (2) special needs cooperative teacher coordinators or special education prevocational coordinators; or (3) vocational special needs and rehabilitation counselors. Students at an advanced level of training are prepared for leadership positions with emphases in (4) teacher education; (5) administration; and/or (6) research depending upon their individual career emphasis. Students at an advanced level are encouraged to pursue coursework in 1 or 2 of the career emphases areas areas based upon their career objectives. The blend of concentrations depends upon the nature and specificity of the student's career objective.

Each of the six career emphasis areas is explained in the following section. Suggested and required coursework for the career emphasis areas at the undergraduate, Master's and advanced levels are specified in Tables 1, 2, and 3. Finally, the course descriptions for core courses and suggested electives are included in Appendix A.

MASTER'S LEVEL CAREER EMPHASIS AREAS

I. Teacher/Trainer

II. Coordinator

III. Counselor

I. CAREER EMPHASIS AREA: TEACHER/TRAINER

Students interested in the vocational development of special needs populations can pursue the teacher/trainer career interest area. Individuals desiring teacher certification may be employed as vocational education or special education teachers. Those students whose interests tend toward employment in specialized vocational training programs can fore-go certification requirements and develop skills needed by a trainer of moderately or severely handicapped individuals.

Teachers/trainers of special needs learners should be competent in student assessment, individualized program development and implementation, data collection, skill generalization and maintenance techniques, classroom advocacy, and in cooperation with other professionals and parents. These competencies have been subsumed under courses suggested for students with this interest as shown in Table 2.

Certification for vocational education students requires a valid teaching certificate. Approvals can be obtained in the areas of: industrial occupations, agricultural occupations, home economics occupations, health occupations, and business, marketing, and management occupations. The requirement for such approval is a minimum of 2,000 hours of employment experience in the area. Students interested in special education certification can pursue a Special Certificate endorsed in the areas of educable mentally handicapped, learning disabilities, social/emotional disorders, trainable mentally handicapped, and/or physically handicapped.

II. CAREER EMPHASIS AREA: COORDINATOR

Program graduates may also obtain employment as either a special education prevocational coordinator or a vocational education cooperative teacher coordinator. Both occupations require appropriate certificates with approval prior to employment.

Requirements for approval of the prevocational coordinator are a standard Special Certificate or standard high school certificate, two years teaching experience, and minimum specialized courses (16 semester hours). Vocational education students can pursue interests in the coordination of Work Experience and Career Exploration Programs if they possess a minimum of: (1) 2,000 hours of employment experience in the occupational specialty to be taught, or (2) complete a directed occupational experience in the appropriate specialized area, equivalent to the 2,000 requirement, or (3) compile a combination of employment experience and directed occupational experience equivalent to the 2,000 hour requirement within four years from the date of initial employment as a coordinator.

Coordinators of cooperative programs should develop skills in vocational training and placement of special needs learners and administration. The suggested programs for students seeking employment as a cooperative coordinator is shown in Table 2.

III. CAREER EMPHASIS: COUNSELOR

Career guidance and rehabilitation counselors employed by agencies such as the Department of Rehabilitation Services (DORS) are playing a more active role in the vocational education of special needs populations. The counselor career emphasis area coursework, shown in Table 2, prepares students for employment as rehabilitation counselors or career counselors with expertise in working with special needs populations.

Students enrolled in this program develop the same core competencies as other students with an additional emphasis on the principles of guidance and counseling, occupational information, and career development theory.

At present the University does not offer an approved program in vocational rehabilitation counseling. Discussions have been on-going with the Department of Educational Psychology, Division of Counselor Education regarding the re-establishment of this program as an integral part of the program described herein.

ADVANCED LEVEL CAREER EMPHASIS AREAS

IV. Teacher Education

V. Administration

VI. Research

CAREER EMPHASIS AREA: TEACHER EDUCATION

Doctoral or advanced level students with a career interest in teacher education can pursue the program of study outlined in Table 3. This individualized program includes issues in vocational education and placement of special needs learners, program and policy development, and practicum supervision experience.

Program graduates can obtain employment in personnel preparation institutions, state and federal education agencies, local school districts, and community colleges as teacher educators or staff development specialists.

CAREER EMPHASIS AREA: ADMINISTRATION

Vocational education for special needs populations and educational program management are inextricably tied. This interest area is appropriate for persons interested in program development, administration, management, and program evaluation in local school districts, community colleges, specialized vocational programs (e.g. corrections), state and federal agencies, institutions of higher education, and research organizations. The course of study presented in Table 3 is recommended.

Administrators develop competencies for: (1) the detailed management of the educational program; (2) instructional leadership; and (3) the planning, operation and evaluation of the educational program.

CAREER EMPHASIS AREA: RESEARCH

Students with interests in basic and applied research related to improving career development opportunities for special needs populations should consider enrolling in the program suggested in Table 3. These students develop research competencies by working closely with faculty in the Departments of Vocational and Technical Education, Special Education, and other research units in the College of Education. On-going research, as well as coursework, provide opportunities for advanced students to gain new knowledges and skills and make contributions to the field.

Graduates with a research career interest may be employed in universities, business and industry, national research organizations, state and federal education agencies, local school districts, and community colleges.

SUGGESTED COURSEWORK

FOR SPED UNDERGRADUATE MAJORS:		FOR VOTEC UNDERGRADUATE MAJORS:	
VOTEC 309	Vocational Education for Special Needs Learners	SPED 117	Exceptional Children
VOTEC 101	Nature of the Teaching Profession	SPED 345	Methods in Adolescent/Adult Vocational Training and Life Planning
VOTEC 381	Foundations of Career, Occupational, and Practical Arts Education	SPED 307	Special Needs Students in secondary classes
ED. PRACT. 150	Supervised Field Experience	VOTEC 309	Vocational Education for Special Needs Learners
		ED. PRACT.150	Supervised Field Experience

Table 1: Recommended core courses for undergraduate students interested in vocational education for special needs population.

Table 2: Recommended programs for Master's level students within specified career interest areas.

SUGGESTED COURSEWORK

CAREER EMPHASIS AREAS	VOTEC COURSES	SPED COURSES	ED PSY COURSES
Teacher/ Trainer	* 309 Vocational Education for Special Needs Learners *471 Policy & Program Development in Vocational Technical, and Practical Arts Education 459 I Individualizing Instruction & Curriculum Modifi- 481 Relating Education and Work Hypotheses & practice 487 Seminar in Vocational, Technical, & Practical Arts Education	345 Methods in Adolescent/ Adult Vocational Training and Life Planning *324 Mental and Educational Measurement of Exceptional Children *410 Law & the Handicapped *446 Issues in Adolescent/Adult Vocational Training & Life Planning *417 Psychoeducational Problems of Exceptional Children *424 Practicum 307 Special Needs Students in Secondary Classes	
Coordinator	* 309 Vocational Education for Special Needs Learners *471 Policy & Program Development in Vocational Technical & Practical Arts Ed. 382 Cooperative Vocational & Technical Education Programs 489 Administration of Vocational & Technical Ed. 481 Relating Education and Work, Hypotheses and Practice	*345 Methods in Adolescent/ Adult Vocational Training and Life Planning *324 Mental and Educational Measurement of Exceptional Children *410 Law & the Handicapped *446 Issues in Adolescent/Adult Vocational Training and Life Planning *417 Psychoeducational Problems of Exceptional Children *424 Practicum *421 Administration and Supervision of Spec. Ed.	
Counselor	* 309 Voc. Ed. for Spec. Needs Learners *471 Pol.&Prog. Devel. in Voc., Tech.,& Pract.Arts Ed. 476 Guidance in Voc.&Tech. Ed. 481 Relating Ed.& Work, Hypotheses & Practice	*345 Meth. in Adolescent/Adult Voc.Train.&Life Planning *324 Mental&Ed. Meas. of Exceptional Children *410 Law & the Handicapped *446 Issues in Adolescent/Adult Voc.Train.& Life Planning *417 Psychoeducational Problems of Exceptional Children *424 Practicum	326 Introduction to Vocational Rehabilitation Counseling 422 Basic Principles of Counseling 428 Theories of Career Development

NOTE: *Denotes core courses which are recommended for all students.

SUGGESTED COURSEWORK

CAREER EMPHASIS AREA	VOTEC COURSES	SPED COURSES	OTHER DEPTS.
Teacher	309 Vocational Education for Special Needs Learners *471 Policy & Program Devel. in Voc.,Tech.,& Practical Arts Education 481 Relating Ed. & Work, Hypotheses and Practice 488 Voc.& Tech.Ed. Foundations of Curriculum Devel. for Occupational & Practical Arts Education	345 Methods in Adolescent/Adult Voc.Training & Life Planning 446 Issues in Adolescent/Adult Voc.Train. & Life Planning *410 Law & the Handicapped 417 Psychoeducational Problems of Exceptional Children *PRACTICUM SUPERVISION 490T Teacher Education Seminar	*ED PSY 414 The Psychology of College Teaching *AHCE 362: Adult Learning & Development EL ED 490-2 Seminar for Advance Students of Educati
Administration	309 Vocational Education for Special Needs Learners *471 Policy & Program Devel. in Voc.,Tech.,Pract.ArtsEd. *489 Admin. of Voc.&Tech. Ed. 481 Relating Ed. & Work, Hypotheses and Practice 488 Voc.&Tech. Ed.Foundations of Curriculum Devel. for Occup.&Pract. Arts Ed. 487 Seminar in Voc.& Tech. Education Programs	345 Methods in Adolescent/Adult Voc.Training& Life Planning 446 Issues in Adolescent/Adult Voc.Train.&Life Planning *410 Law & the Handicapped *417 Psychoeducational Problems of Exceptional Children *421 Admin. & Supervision of Spec. Ed.	AHCE 450 Public Control and Administration of Ed.
Research	309 Voc. Ed. for Special Needs Learners *453 Intro. to Disciplined Inquiry in Voc. Ed. *482 Research Studies in Vocational-Technical Ed. 488 Voc.&Tech. Ed. Foundations of Curriculum Devel. for Occupational & Practical Arts Ed. 487 Seminar in Voc. & Tech. Education Programs	*459A Advanced Applied Behavior Analysis 493 Single Subject Research Design 490D Doctoral Seminar 490H Doctoral Seminar 345 Methods in Adolescent/Adult Voc. Train. &Life Planning 446 Issues in Adolescent/Adult Voc.Train.& Life Planning *410 Law & the Handicapped	*ED PSY 390 Introduction to Statistics

NOTE: * denotes courses which are strongly recommended for students in this level.

Table 3: Recommended program for advanced (Ph.D., Ed.D., or Advanced Certificate) level students within specified career interest areas.

APPENDICES

I. Special Education Coursework

II. Vocational Education Coursework

I. SPECIAL EDUCATION COURSEWORK

SP ED 117 Exceptional Children

Introduction to the study of children who deviate from the average in mental, physical and social characteristics, including a study of the characteristics of such children and the adaptation of educational procedures to their abilities and disabilities. Prerequisite: Sophomore standing and/or PSY 100.

SP ED 307 Special Needs Students in Secondary Classes

Principles and techniques to help secondary teachers meet the needs of learning handicapped students in regular classes; major emphases include task analysis, ordering of learnings, adapting materials, behavior management and techniques for individualizing education. Prerequisite: SE ED 229: Field Experience in Secondary Education on consent of instructor.

SP ED 324 Mental and Educational Measurement of Exceptional Children

Theoretical and practical considerations in psychological and educational evaluation of exceptional children; emphases on understanding the technical and practical aspects of current testing procedures and their application to the education of exceptional children. Prerequiste: SP ED 117 or consent of instructor

SP ED 345 Methods in Adolescent/Adult Vocational Training and Life Planning

Designed to provide students with an orientation to a behavioral approach for vocational training. Topics covered include training, managing, and evaluating vocational behavior, total service planning as well as placement and follow-up. Prerequisite: SP ED 335 Applied Behavior Analysis or simultaneously enrolled.

SP ED 410 Law and the Handicapped

A study of the legal rights of handicapped and disabled individuals with special emphasis on educational aspects; inter-relationship of constitutional law, statute law, administrative law and case law of the federal, state, and local levels.

SP ED 417 Psychoeducational Problems of Exceptional Children

A course for educators, students in the behavioral sciences, and students beginning graduate study in special education; study of relevant research dealing with the physical, mental, emotional, and social traits of all types of exceptional children, and consideration of major current problems in the development of educational programs. Prerequisite: Sixteen hours of psychology and/or education, or consent of instructor.

SP ED 421 Administration and Supervision of Special Education

Designed for advanced graduate students preparing for administrative or supervisory positions in special education programs; examination of administrative and supervisory practices in educating exceptional children with emphasis on special education programs in the public shcools; and application of administrative theory to special education programs, Field trips to observe and evaluate programs are required. Prerequisite: SP ED 417; AHCE 450; or consent of instructor.

SP ED 424 Supervised Practice in Special Education

Supervised practice in one or more settings in which either mildly or severely impaired students are served; practicum settings may include day, residential, special, and regular schools which serve handicapped students. Prequisite: SP ED 417; AHCE 450; or consent of instructor.

SP ED 427 Problems and trends in Special Education Consultation Skills for Working with Teachers, Parents, and Paraprofessionals.

This course is designed to focus on aspects of resource consulting teacher services which go beyond direct instruction services. The focus is upon training resource room teachers to work as consultants to regular classroom teachers, parents and paraprofessionals. This consultation service provides assistance with academic and social behavior problems of children attending regular classes on a full or part time basis. Students complete a series of consultation projects. Prequisite: SP ED 305 or consent of instructor.

SP ED 446 Issues in Adolescent/Adult Vocational Training and Life Planning

Introduction to career education; major emphasis on applying career education to secondary and post-secondary mentally retarded adolescents/adults. Paper required. Prerequisite: SP ED 345 Methods in Adolescent/Adult Vocational Training and Life Planning or consent of instructor.

SP ED 459 A Advanced Behavior Analysis

This course focuses upon the methodology related to single-subject design, the tenets and goals of applied behavior analysis, and the application of single-subject research to various areas of special education.

SP ED 493 Single Subject Research Design

Research designs that require one or a few subjects are studied. Issues of the validity of treatment comparisons and generalizability of results are discussed. Several statistical approaches for testing a priori hypotheses are presented. Prequisite: ED PSY 390 or equivalent.

SP ED 490 Seminar for Advanced Students of Education

Seminar in the education of exceptional children; open only to persons who have been admitted for doctoral study. Sections may be offered in the following fields: (d) program planning and orientation, and (h) qualifying examinations.

II. VOCATIONAL EDUCATION COURSEWORK

VOTEC 382 Cooperative Vocational and Technical Education Programs

Is designed to offer students the specific professional background required of teachers, coordinators, and administrators who organize and conduct cooperative vocational/occupational education programs utilizing community resources and experiences. Course content centers on the nature of cooperative programs as well as planning, initiating, and operating cooperative programs that are responsive to a changing work world and educational environment.

VOTEC 453 Introduction to Disciplined Inquiry in Vocational Education

Provides an overview of disciplined inquiry in vocational education including an historical perspective, overview of the research process and the utilization and communication of research.

VOTEC/SP ED 309 Vocational Education for Special Needs Learners

An overview of contemporary legislation, issues, programming, assessment practices, and instructional strategies pertaining to special needs learners in vocational education.

VOTEC 459 Workshop in Curriculum Development

Curriculum development projects in the specialized fields of agriculture, business, home economics, health occupations, and industry.

VOTEC 471 Policy and Program Development in Vocational, Technical, and Practical Arts Education

Local, state, and national policies for vocational and technical education; organizing for policy making and program development; developing desirable policies and programs.

VOTEC 476 Guidance in Vocational, Technical, and Practical Arts Education

The guidance function of a vocational or technical teacher, identifying and selecting students for vocational and technical programs, determining manpower and job requirements, providing occupational information, placing graduates, counseling parents, students, foremen, advisory committee members, union members, and employers, and conducting follow-up studies.

VOTEC 481 Relating Education and Work, Hypotheses and Practice

A study of the bridging concepts which relate school and work, their intellectual origins, and their significance for instruction in divergent populations.

VOTEC 487 Seminar in Vocational, Technical, and Practical Arts Education

Is designed to offer graduate students (primarily doctoral candidates) an opportunity to study, discuss, and interpret social, economic, and technological trends which have relevance to the problem of developing new programs (or adjusting existing programs) in the career, vocational, technical and practical arts areas. Course content will center on current issues and problems as well as analysis and evaluation of innovations in the field.

VOTEC 488 Vocational and Technical Education Foundations of Curriculum Development for Occupational and Practical Arts Education.

This course attempts to synthesize selected sociological, psychological and epistemological foundations for curriculum development in occupational and practical arts education. Students seek to achieve professional perspective by applying theories from fundamental disciplines to practice in existing and emerging curricula involving perceptual and psychomotor learning.

VOTEC 489 Administration of Vocational and Technical Education

Problems and approved practices in the administration and supervision of programs of vocational, technical, and practical arts education in secondary schools, junior colleges, and technical institutes.

GRADUATE PROGRAM PLAN

Date: ______________________

Name: ______________________

Social Security No.: ______________________

Permanent Address:

____

____

Local Address:

____

____

Advisor: ______________________

Expected Degree: ______________________

Career Emphasis Area(s): (1) ______________________

(2) ______________________

PLANNING SHEET

COURSE NO.	COURSE TITLE	INSTRUCTOR	SEMESTER
MAJOR:			
RESEARCH:			
RELATED FIELD:			
ELECTIVES:			

COMPLETED COURSEWORK

Grade Received	Course No.	Course Title	Instructor	Semester

ATTACHMENT B

Graduate Programs Brochure

Graduate Study Opportunities in Vocational Education for Special Needs Populations

University of Illinois at Urbana-Champaign
Department of Vocational and Technical Education
Department of Special Education

Introduction

Recent federal legislation has emphasized the importance of providing appropriate career development opportunities to youth and adults with special educational needs. Equalizing and maximizing the education and employment opportunities provided to the handicapped, disadvantaged, and other individuals requiring special services is an expanding priority for professionals at the local, state, and national levels. In response to this emerging social and economic concern, the Departments of Vocational and Technical Education and Special Education have mounted a multi-faceted graduate program.

Degree Programs

Students can pursue graduate degrees at the masters (M.Ed., M.S., M.A.), advanced certificate, and doctoral (Ph.D. or Ed.D.) level. Qualified individuals are urged to apply for admission to specific degree programs in either department (Vocational and Technical Education or Special Education) once they have selected an advisor and a specific focus for their graduate program. For example, students pursuing careers requiring certification in vocational education will probably seek admission to the Department of Vocational Technical Education.

The general requirements for admission to graduate programs in the College of Education include:

- Three letters of recommendation
- Minimum grade point average of 4.0 on a 5 point scale for the last 60 undergraduate hours
- Scores from the Miller's Analogies Test (doctoral level only)

Information describing the admission requirements for specific degree programs in either department can be obtained by returning the attached information request form.

Career Opportunities

Graduate study in the field of vocational education for special needs populations can lead to any of several careers in many different settings. Individuals with a masters degree with the vocational education/special education specialization can obtain employment as a lead or master teacher, counselor, work-education coordinator, program supervisor or administrator, state education agency administrator. Persons with masters degrees fulfill critical leadership roles in developing and operating career-related programs in high schools, area vocational education centers, CETA agencies, sheltered workshops, community colleges, and other institutions and human service agencies. Graduates of doctoral level programs from the University of Illinois are employed in leadership positions in universities, national research organizations, state and federal education agencies (e.g. U.S. Office of Education), local school districts, and community colleges. Their responsibilities entail teacher training, research, administration of projects and programs in local, state and federal education agencies and institutions of higher education.

As states continue to expand their services to meet the special needs of these populations, new positions, roles, and certifications have been created. At least four states (Massachusetts, Wisconsin, Nebraska, and New Jersey) currently have certifications for vocational/special needs teachers, supervisors, and program directors. In addition, special educators working at the secondary level are typically expected to have preparation in vocational training and life planning for handicapped students. Several universities have added new faculty members to their vocational education and special education departments with specific expertise in this field.

Individualized Graduate Study

Upon admission to a graduate degree program and selection of an advisor by the student, an individual program of study is developed. The student's prior experiences and career goals in their field of interest are major factors in the preparation of the plan. Courses are selected by the student and advisor that will facilitate the attainment of critical skills and information relevant to the student's future endeavors. Each program is built around the individual's career goal(s). The number of required courses included in the program of study depends heavily upon the degree being pursued.

With the assistance of the advisor, doctoral students seek out faculty members from the various departments and colleges to aid them in their program. In conjunction with the advisor, these committee members add both depth and breadth to the student's studies. Students are encouraged to identify at least one or two committee members from the supporting department (i.e., vocational-technical education or special education).

A typical program of studies includes several types of courses. A comprehensive array of conventional courses is available to acquaint students with the major concepts in either field (e.g., assessment of exceptional students, principles and policies in vocational education). Advanced graduate courses provide opportunities to examine major trends and developments in issues in both fields. For example, advanced seminars have been offered focusing o vocational training for the moderately and severely handicapped. In addition, curriculum development workshops, seminars, independent study courses, and field experience and internship opportunities are available.

The following is a sampling of the available courses:

- Vocational Education for Special Needs Learners
- Problems and Trends in Vocational Education/Special Education
- Psychoeducational Problems of Exceptional Youth and Young Adults
- Social Psychology of the Handicapped
- Adolescent/Adult Vocational Training and Life Planning
- Research in Vocational Training, Placement and Follow up
- Principles and Practices of Resource Teaching
- Mental and Educational Measurement of Exceptional Children
- Applied Behavior Analysis
- Advanced Behavior Analysis
- Administration and Supervision of Special Education (o Vocational-Technical Education)
- Cooperative Vocational and Technical Education Programs
- Parent Training
- Training Programs in Industry

- Law and the Handicapped
- Drugs and Special Education
- Guidance in Vocational, Technical, and Practical Arts Education
- Independent Study
- Field Study and Thesis Seminar
- Seminar in Vocational-Technical Education/Special Education

The College of Education is composed of seven departments which offer supporting and related courses in administration, elementary and early childhood education, ucational psychology, secondary education, educational licy studies, and higher and continuing education.

Research

sic and applied research is a major mission of the iversity of Illinois. Several units within the College of Education and other colleges are currently engaged in research related to improving vocational and life skills portunities for special needs populations. On-going earch and training projects provide excellent vehicles for graduate students to gain new knowledges and skills, as well as contribute directly to the field. The research units lude: the Office of Vocational Education Research, titute for Child Behavior and Development, Center for the Study of Reading, Bureau of Educational Research, and Institute for Labor and Industrial Relations. Also, numerous earch projects are being conducted by faculty members both departments. A sample of currently funded research and training projects are:

- Inservice training and technical assistance for state leaders in vocational education, special education, and vocational rehabilitation
- Criteria for selecting on-the-job versus classroom instructional strategies for the handicapped
- Development of an occupational survival skills curriculum
- Employment training research for moderately handicapped individuals
- Development of a programmatic emphasis in vocational special needs education
- Development of an occupational special needs extern program

e Departments

the following paragraphs suggest, both departments have a comprehensive orientation to their respective fields.

Department of Vocational and Technical Education. venteen full-time faculty members are associated with the lowing five divisions and one unit found within the department:

Agricultural Education
Home Economics Education
Health Occupations Education
Industrial Education
Business and Distributive Education
Office of Vocational Education Research

addition to on-campus courses, a large number of courses are provided to off-campus graduate students at various locations throughout Illinois. As noted earlier, a mprehensive set of courses is available through the partment that provide opportunities for examining key

(continued on back panel)

INFORMATION REQUEST CARD

Name: ______________________ Present Employer: ______________________

Title: ______________________

Address: ______________________

____

Please send me the following information:

____ Graduate school application

____ Housing information

____ Assistantship/fellowship application and information

____ Other, please describe: ______________________

____

elements in the delivery of vocational education to learners with special needs. At present, a large percentage of the instruction and research activities in the department is addressing the research and instructional implications for special needs populations.

Department of Special Education. The Department of Special Education has ten full-time faculty involved in a variety of specialty areas. Department programs of study are available in:

Mildly handicapped (non-categorical)
Moderately and Severely Handicapped
Vocational Education for the Handicapped
Early Education for the Handicapped
Special Education for regular Educators
Administration of Special Education

Master's Programs in Special Education qualify trainees for certification to teach exceptional children in the public schools. Advanced Certificate programs focus primarily on preparation of supervisors and administrators in special education. Doctoral programs prepare graduates to assume a variety of leadership roles in special education, and stress a combination of intensive study in an area of specialization and attention to generic issues facing the field of special education.

Faculty and graduate students in special education are involved in a variety of research and service activities. The opportunities for professional training experiences are a direct result of faculty research and service efforts, and are numerous.

Financial Assistance

Several types of financial support are available. A limited number of teaching and research assistantships are availabl through both departments each year. The forms of admission to the graduate program include provisions for requesting an assistantship assignment. A half-time assistantship involves approximately 20 hours of work each week, and pays approximately $4,500 for 9 months plus waiver of tuition and fees.

The Department of Vocational and Technical Education is one of 18 university departments in the nation approved to enroll persons who are participants in the U.S. Office of Education's Vocational Education Graduate Leadership Development Program. Approximately 150 three-year leadership development awards are available nationally for advanced graduate study. The competition for the awards, which provides a stipend of $5,400 annually, will be reopened in 1981.

Additional Information

Additional information regarding graduate study opportunities in vocational education for special needs populations can be obtained by returning the attached card. Other inquiries regarding the programs in the respective departments should be addressed to:

Dr. L. Allen Phelps
Dept. of Vocational and
Tech. Education
345 Education Bldg.
University of Illinois
Urbana, IL 61801
217/333-2325

Dr. Frank R. Rusch
Dept. of Special Educatio
288 Education Bldg.
University of Illinois
Urbana, IL 61801
217/333-0260

Dr. L. Allen Phelps
Dept. of Vocational and Tech. Education
345 Education Bldg.
University of Illinois
Urbana, IL 61801

PLACE
STAMP
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ATTACHMENT C

Product Abstracts: Occupational Cluster Resource Notebooks for Special Needs Learners

ATTACHMENT C

Illinois State Board of Education

Department of Adult, Vocational and Technical Education
Research and Development Section

Product Abstract

1. Title of material Occupational Cluster Resource Notebook for Special Needs Learners
Agricultural Occupations

2. Date material was completed June 1, 1981

3. Please check one: New material X Revised material ____

4. Originating agency University of Illinois
Address 345 College of Education Urbana, Illinois Zip Code 61801

5. Name(s) of developer(s) L. Allen Phelps/John Arkema
Address 345 College of Education Urbana, Illinois Zip Code 61801

6. Developed pursuant to Contract Number R-35-31-N-2102/2104/0531-177

7. Subject Matter (Check only one according to USOE Code):

USOE Code

____ 01 Agricultural Education
____ 03 Business and Office Education
____ 04 Distributive Education
____ 07 Health Occupations Education
____ 09 Home Economics Education
____ 10 Industrial Art Education
____ 16 Technical Education
____ 17 Trade and Industrial Education
____ 22 Cooperative Education
____ Career Education
X Other (Specify) Special Needs .

8. Education Level:

____ Pre-K Thru 6
X 7-8
X 9-10
X 11-12
X Post-Secondary
X Adult
X Teacher (Pre-service)
X Administrator (Pre-Service)
____ Other (Specify) ____

9. Intended for Use By:

____ Student
X Classroom Teacher
X Local Administrator
X Teacher Educator
X Guidance Staff
X State Personnel
____ Other (Specify) ____

10. Student Type:

____ Regular
X Disadvantaged
X Handicapped
X Limited English Proficiency
____ Other (Specify) ____

11. Medium and Format of Materials:

X HARDCOPY
No. of pages 200
____ Paper bound
____ Hard bond
X Loose-leaf
Photos: Yes ____ No X
Diagrams: Yes ____ No X

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____ Minutes
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____ Color
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____ Minutes
____ B & W
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____ mm

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____ Color

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(Specify) ______________

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___ Cassette
___ Cartridge

___ OTHER
Specify:
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______ Not available
X Loan copy available

Contact: Name Dr. L. Allen Phelps Phone (217) 333-2325
Address 345 College of Education Urbana, IL Zip Code 61801

13. Copyright Restrictions: None

Contact: Name ______ Phone ( ) ______
Address ______ Zip Code ______

14. Is Training Required for Optimum Use of These Materials? Yes ___ No X

15. Are Consultive/Training Services Available? Yes X No ___

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Department of Adult, Vocational and Technical Education
Research and Development Section, E-426
100 North First Street
Springfield, IL 62777
(217) 782-4620

16. General Description (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.):

This material was designed to serve as a resource to assist vocational and special educators with the mainstreaming of special needs students in vocational classes. The notebook contains sections of Staff/Teacher Competencies; Identification, Assessment and Evaluation; Instructional Planning; Instructional Management; Instructional Materials and Bibliographies; Communication and Inservice Strategies; Occupational Success Stories; Exemplary Programs and General Information

17. Person Completing this Abstract: L. Allen Phelps

Full Address:

345 College of Education
University of Illinois
Urbana, Illinois Zip 61801

Illinois State Board of Education

Department of Adult, Vocational and Technical Education
Research and Development Section

Product Abstract

1. Title of material Occupational Cluster Resource Notebook for Special Needs Learners Business, Marketing and Management Occupations
2. Date material was completed June 1, 1981
3. Please check one: New material X Revised material ____
4. Originating agency University of Illinois
   Address 345 Education Building Urbana, IL Zip Code 61801
5. Name(s) of developer(s) L. Allen Phelps/Toni McCarty
   Address 345 Education Building Urbana, IL Zip Code 61801
6. Developed pursuant to Contract Number R-35-31-N-2102/2104/0531-177
7. Subject Matter (Check only one according to USOE Code):

USOE Code

____ 01 Agricultural Education
____ 03 Business and Office Education
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____ 10 Industrial Art Education
____ 16 Technical Education
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____ Career Education
X Other (Specify) Special Needs

8. Education Level:

____ Pre-K Thru 6
X Post-Secondary
X Administrator (Pre-Service)
X 7-8
X Adult
X 9-10
X Teacher (Pre-service)
____ Other (Specify) ____
X 11-12

9. Intended for Use By:

____ Student
X Teacher Educator
____ Other (Specify) ____
X Classroom Teacher
X Guidance Staff
X Local Administrator
X State Personnel

10. Student Type:

____ Regular
X Limited English Proficiency
X Disadvantaged
X Handicapped
____ Other (Specify) ____

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No of pages 250
____ Paper bound
____ Hard bond
____ Loose-leaf

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____ Color
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____ B & W
____ Color
____ mm

____ MICROFICHE
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____ Color

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Diagrams Yes ____ No X

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___ Carousel provided

___ Other packaging used

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___ Color

___ Audio

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___ ___ Hz

___ Manual cue

___ Reel

___ Cassette

___ Cartridge

___ OTHER

Specify:

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Address 345 College of Education Urbana, IL Zip Code 61801

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Department of Adult, Vocational and Technical Education
Research and Development Section, E-426
100 North First Street
Springfield, IL 62777
(217) 782-4620

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17. Person Completing this Abstract: L. Allen Phelps

Full Address:

345 College of Education
University of Illinois
Urbana, Illinois Zip 61801

Illinois State Board of Education

Department of Adult, Vocational and Technical Education
Research and Development Section

Product Abstract

1. Title of material Occupational Cluster Resource Notebook for Special Needs Learners Home Economics Occupations
2. Date material was completed June 1, 1981
3. Please check one: New material X Revised material ____
4. Originating agency University of Illinois
   Address 345 Education Building Urbana, IL Zip Code 61801
5. Name(s) of developer(s) L. Allen Phelps/Eva Coffey
   Address 345 Education Building Urbana, IL Zip Code 61801
6. Developed pursuant to Contract Number R-35-31-N-2102/2104/0531-177

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X State Personnel

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X Handicapped
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11. Medium and Format of Materials:

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(217) 782-4620

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Full Address:
345 College of Education
University of Illinois
Urbana, IL Zip 61801

Illinois State Board of Education

Department of Adult, Vocational and Technical Education
Research and Development Section

Product Abstract

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2. Date material was completed June 1, 1981
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4. Originating agency University of Illinois
Address 345 Education Building Urbana, IL Zip Code 61801
5. Name(s) of developer(s) L. Allen Phelps/Cathy Day/Eva Coffey
Address 345 Education Building Urbana, IL Zip Code 61801
6. Developed pursuant to Contract Number R-35-31-N-2102/2104/0531-177

---

7. Subject Matter (Check only one according to USOE Code):

USOE Code

____ 01 Agricultural Education
____ 03 Business and Office Education
____ 04 Distributive Education
____ 07 Health Occupations Education
____ 09 Home Economics Education
____ 10 Industrial Art Education
____ 16 Technical Education
____ 17 Trade and Industrial Education
____ 22 Cooperative Education
____ Career Education
X Other (Specify) Special Needs .

---

8. Education Level:

____ Pre-K Thru 6 X 7-8 X 9-10 X 11-12
X Post-Secondary X Adult X Teacher (Pre-service)
X Administrator (Pre-Service) ____ Other (Specify) ____

---

9. Intended for Use By:

____ Student X Classroom Teacher X Local Administrator
X Teacher Educator X Guidance Staff X State Personnel
____ Other (Specify) ____

---

10. Student Type:

____ Regular X Disadvantaged X Handicapped
X Limited English Proficiency ____ Other (Specify) ____

---

11. Medium and Format of Materials:

X HARDCOPY
No. of pages 150
____ Paper bound
____ Hard bond
____ Loose-leaf
Photos: Yes ____ No X
Diagrams: Yes ____ No X

____ VIDEOTAPE
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___ Audio

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___ Automatic synch

___ ___ Hz

___ Manual cue

___ Reel

___ Cassette

___ Cartridge

___ OTHER

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Research and Development Section, E-426
100 North First Street
Springfield, IL 62777
(217) 782-4620

---

16. General Description (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.):

This material was designed to serve as a resource to assist vocational and special educators with the mainstreaming of special needs students in vocational education classes. The notebook contains sections on Staff/Teacher Competencies; Identification, Assessment and Evaluation; Instructional Planning; Instructional Management, Instructional Materials and Bibliographies; Communication and Inservice Strategies; Occupational Success Stories; Exemplary Programs and General Information.

---

17. Person Completing this Abstract: L. Allen Phelps

Full Address:

345 College of Education
University of Illinois
Urbana, Illinois Zip 61801

Illinois State Board of Education

Department of Adult, Vocational and Technical Education
Research and Development Section

Product Abstract

1. Title of material Occupational Cluster Resource Notebook for Special Needs Learners Industrial Occupations
2. Date material was completed June 1, 1981
3. Please check one: New material X Revised material ____
4. Originating agency University of Illinois
   Address 345 Education Building Urbana, IL Zip Code 61801
5. Name(s) of developer(s) L. Allen Phelps/Deborah Marinello
   Address 345 Education Building Urbana, IL Zip Code 61801
6. Developed pursuant to Contract Number R-35-31-N 2102/2104/0531-177

---

7. Subject Matter (Check only one according to USOE Code):

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- ____ 09 Home Economics Education
- ____ 10 Industrial Art Education
- ____ 16 Technical Education
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- ____ 22 Cooperative Education
- ____ Career Education
- X Other (Specify) Special Needs .

---

8. Education Level:

- ____ Pre-K Thru 6
- X Post-Secondary
- X Administrator (Pre-Service)
- X 7-8
- X Adult
- X 9-10
- X Teacher (Pre-service)
- X Other (Specify) Special Needs
- X 11-12

---

9. Intended for Use By:

- ____ Student
- X Teacher Educator
- ____ Other (Specify) ____
- X Classroom Teacher
- X Guidance Staff
- X Local Administrator
- X State Personnel

---

10. Student Type:

- ____ Regular
- X Limited English Proficiency
- X Disadvantaged
- X Handicapped
- ____ Other (Specify) ____

---

11. Medium and Format of Materials:

X HARDCOPY
No. of pages 250
____ Paper bound
____ Hard bond
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____ VIDEOTAPE
____ Minutes
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____ inches

____ FILM
____ Minutes
____ B & W
____ Color
____ mm

____ MICROFICHE
____ B & W
____ Color

Photos: Yes ____ No X
Diagrams: Yes ____ No X

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___ Color

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___ AUDIO

___ Automatic synch

___ ___ Hz

___ Manual cue

___ Reel

___ Cassette

___ Cartridge

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Illinois State Board of Education
Department of Adult, Vocational and Technical Education
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100 North First Street
Springfield, IL 62777
(217) 782-4620

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This materials was designed to serve as a resource to assist vocational and special educators with the mainstreaming of special needs students in vocational education classes. The notebook contains sections of Staff/Teacher Competencies; Identification, Assessment and Evaluation; Instructional Planning; Instructional Management, Instructional Materials and Bibliographies; Communication and Inservice Strategies; Occupational Success Stories; Exemplary Programs and General Information.

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Full Address:
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University of Illinois
Urbana, IL 61801 Zip 61801

Attachment D

Staff Development for Special Needs Populations

Attachment D

STAFF DEVELOPMENT FOR SPECIAL NEEDS POPULATIONS

A credit-generating, locally-based
inservice staff development program
for improving vocational education
for special needs learners

OFFICE OF CAREER DEVELOPMENT FOR SPECIAL POPULATIONS
College of Education
345 Education Building
University of Illinois
Urbana, IL 61801

(217) 333-2325

Division of Extramural Programs
101 Illini Hall
University of Illinois
Champaign, IL 61820

Introduction

Recent federal legislation has emphasized the importance of providing appropriate career development opportunities to youth and adults with special educational needs. Equalizing and maximizing the education and employment opportunities provided to the handicapped, disadvantaged, and other individuals requiring special services is an expanding priority for professionals at the local, state, and national levels. In response to this emerging social and economic concern, the Department of Vocational and Technical Education has mounted a multi-faceted locally-based staff development program.

Staff Development

Inservice and staff development programs are an important vehicle for improving the vocational programs and services for special needs learners. The need for such programs is expected to increase in the future due to lower staff turnover, declining enrollments and other factors impacting education. Effective staff development often occurs more readily at the local level when inservice programs are presented that are based on local school district needs. Staff development programs that provide teachers with practical and useful teaching techniques, materials and resources are critically needed. In addition, teachers, counselors, and coordinators need time to observe and develop strategies, resource materials and programs with will effectively meet the needs of the special students they are serving. Locally-based staff development programs offered by the University of Illinois can respond to a broad range of needs that local educational agencies may have for staff development programs relating to special needs populations.

Special Needs Populations

Special needs populations include those individuals who have a different set of educational needs that require teachers, counselors, and administrators to modify instructional programs and provide additional services. Special needs individuals are defined by what they require from those educators, parents, and employers responsible for meeting their educational needs. A person with special needs is an individual having problems succeeding in regular programs due to the effects of a disability, disadvantage and/or dysfunctional school placement and who requires: (1) individually prescribed teaching techniques, (2) supplemental or supportive services which vary in type and extent depending on individual need, and (3) additional resources from society for his/her education and/or for his/her acceptance by society (Phelps, 1976). Special needs populations exist in both urban and rural areas and include both youth and adults who may be: learning disabled, academically or economically disadvantaged, behavior disordered, physically handicapped, blind or partially sighted, hearing impaired, mentally handicapped, offenders, incarcerated, or gifted and talented.

The Inservice Staff Development Program

Based upon staff interests, a number of special topics can be presented individually or as a series of workshop sessions. Potential topics that could be included in a staff development program encompass:

1. Identification and assessment of special needs students
2. Analysis of legislative mandates and requirements
3. Developing individualized education and employability plans
4. Evaluating learner progress
5. Analyzing and modifying instructional materials, equipment and facilities
6. Teaching strategies and techniques
7. Curriculum development and modification
8. Behavioral management strategies
9. Safety considerations for special needs students
10. Work experience and job placement
11. Coordination of staff and school resources
12. Career cluster and job analysis techniques

13. Educational, cultural, and social characteristics of special needs students
14. Developing and using local community resources
15. Developing interagency plans and linkages
16. Review of exemplary program models

Needs Assessment and Planning

The in-service staff development program will be designed to meet the specific needs of individual school districts, community colleges, or agencies. They may vary in length, scheduling and format. They may be long- or short-term, taken for graduate or undergraduate credit, and structured as workshops, seminars, institutes, or classes. In addition, guided individual study and independent study courses can be arranged.

The range and availability of potential programs is broad and diverse, covering topics of current and emerging interest. Special needs staff specialists will work to match the educational needs of groups and individuals with the expertice of campus-based faculty. Particular attention is given to continuing professional education and to local community problem solving. Technical assistance can be provided to districts and/or agencies wishing to develop staff development programs. University personnel will assist interested administrators and staff in: (1) identifying inservice needs and topics, (2) planning an inservice staff development program, (3) developing proposals for inservice funding and (4) developing informational materials for local dissemination regarding the proposed inservice staff development program. At least two or three on-site visits will be made by University personnel to plan and discuss the inservice staff development program.

The in-service staff development programs are appropriate for a variety of personnel working with special needs populations in local education agencies, community colleges, special education districts, CETA prime sponsors, correctional institutions, rehabilitation agencies, and mental health agencies.

In-service programs can be developed to meet the needs of:

- Vocational Education Teachers
- Cooperative education coordinators
- Vocational administrators
- Guidance personnel
- Special education teachers
- ESL instructors
- Bilingual instructors
- Special education administrators
- Prevocational coordinators
- CWT (Cooperative Work Training) Coordinators
- WECEP(Work Experience and Career Exploration Program) Coordinators
- Department of Rehabilitation Services personnel
- Correctional institution staffs
- CETA prime sponsor staffs

Resources

The College of Education at the University of Illinois at Urbana-Champaign has a number of faculty and other resources that can be useful in improving vocational programs for special needs populations. The Department of Vocational and Technical Education (VOTEC) has established a Career Development for Special Populations (CDSP) unit which engages in special research and development projects, inservice programs, and service activities. This unit is composed of faculty from several of the Divisions within the Department.

Extramural VOTEC courses related to special needs populations have been offered in various locations throughout the state. In addition, the CDSP unit works closely with the Department of Special Education and the Multicultural/Bilingual Education Program in planning and offering inservice programs.

Arrangements

Arrangements for an inservice staff development program are handled jointly by the Division of Extramural courses and the Department of Vocational and Technical Education, Office of Career Development for

Special Populations. Contractual arrangements will be made between the University and the local agency or organization for program participants to receive either graduate or undergraduate credit for participation. Participants may earn ½ - 1 unit (2-4 semester hours of credit) for a minimum of 42 contact hours. These 42 contact hours will be scheduled in consultation with the sponsoring agency and the participants. The current tuition rate is $15 .00 per unit (4 semester hours). A minimum enrollment of 25-30 students is needed.

STAFF DEVELOPMENT FOR SPECIAL NEEDS POPULATIONS

Follow-up Request Form

If you are interested in discussing an inservice Staff Development Program for Special Needs Populations for your local education agency or organization, please complete and forward the following information:

Name: ______________________ Title: ______________________

Address: ______________________ Local Agency/Organization: __________

______________________ ______________________

Office Phone: (   ) __________

Potential Target Audience(s):

_____ Vocational education teachers
_____ Cooperative education coordinators
_____ Administrators
_____ Special education teachers
_____ Guidance personnel
_____ ESL/Bilingual instructors
_____ CETA staff
_____ DORS staff
_____ Corrections personnel
_____ Others, please describe:
____
____

Please forward to:

Dr. L. Allen Phelps
University of Illinois
345 Education
Champaign, IL 61820

217/333-2325

Potential Inservice Topics

_____ Identification and assessment of special needs students
_____ Analysis of legislative mandates and requirements
_____ Developing individualized education and employability plans
_____ Evaluating learner progress
_____ Analyzing and modifying instructional materials, equipment and facilities
_____ Teaching strategies and techniques
_____ Curriculum development and modification
_____ Behavioral management strategies
_____ Safety considerations for special needs students
_____ Work experience and job placement
_____ Coordination of staff and school resources
_____ Career cluster and job analysis techniques
_____ Educational, cultural and social characteristics for special needs students
_____ Developing and using local community resources
_____ Developing interagency plans and linkages
_____ Review of exemplary program models
_____ Other, please describe:
____

Attachment E

Illustrative Special Needs Infusion Plan Agricultural Education Division

NOTE: Similar plans have been developed for each of the five divisions in the Department of Vocational and Technical Education.

SPECIAL NEEDS INFUSION PLAN

Agricultural Education Division
Department of Vocational and Technical Education

In response to the requirements of Illinois House Bill 150 and other federal initiatives to serve special needs youth and adults in vocational education, each of the Divisions of the Department of Vocational and Technical Education have devised and implemented an infusion plan. This plan integrates into existing courses critical content related to special needs students (handicapped, disadvantaged, and limited English proficient.) Interviews and extended discussions with division faculty clearly indicated that infusion was preferable to adding additional course requirements for several reasons. First, the undergraduate professional sequence already includes 28 semester hours of coursework that is instrumental to the teaching of agriculture. Second, the infusion model allows the early introduction of special needs content as students enroll in the initial courses of the professional sequence. With this early exposure, the prospective teacher is alert to develop skills and competence in working with special needs students in subsequent courses. Third, the infusion model provides an exemplar for needed professional practice. That is, if special needs students are to be effectively "mainstreamed", the pertinent content for preparing teachers should also be mainstreamed.

The Special Needs Content Matrix, which is presented on the following page, identifies the infusion plan. In conjunction with the Council on Teacher Education, nine areas of competency were identified as meeting the

SPECIAL NEEDS CONTENT MATRIX: AGRICULTURAL EDUCATION

Undergraduate teacher education course sequence (Semester hours in brackets)	Legal Bases Legislation; litigation; federal and state policies; due process procedures.	Identification and Assessment Referral and identification procedures; assessment of basic skills; use of formal and informal techniques; labelling implications; assessment of learning style; potential discriminatory assessment bias.	Special Needs Conditions Implications for the learning process needed support services; Conditions: handicapped, disadvantaged, LEP, gifted and talented.	Collaboration Involvement and role of parents, special and bilingual education personnel, community resource personnel; team teaching.	Individualized Planning Selection and development of goals, objectives; instructional and evaluation strategies; sequential career development instruction; career guidance for special students.	Modification of Instructional Strategies Individualized teaching techniques; modification of instructional materials; modification of teaching style.	Learner and Class Management Facility, lab, and equipment modification; behavioral management; individual and group management strategies.	Student-Student Relationships Self concept enhancement; cultural and social acceptance, positive student interactions and attitudes.	Evaluation Assessment of learner progress; presentation and use of evaluation results; formal and informal evaluation techniques.	
EPS 201(3)	X 3									3
EDPSY 211(3)		X 1	X 1				X 1	X 1	X 1	5
VOTEC101A(2)	X 2		X 2	X 2						6
VOTEC240(2)	X 1			X 4						5
EDPRAC150(2)			X 2							2
VOTEC275(2-3)			X 2	X 2						4
VOTEC276(8)		X 2	X 1	X 2	X 2	X 2	X 3	X 3	X 2	[illegible]
VOTEC277(5)					X 2	X 2	X 2	X 2	X 2	10
	6	3	8	10	4	4	6	6	5	52

requirements for H.B. 150. The content concepts are described generally for each of the nine areas. The content concepts were modified from the general matrix provided by the Council to reflect the needs of an instructional strategies for limited English proficiency and disadvantaged youth. These modifications were justified by the fact that the current federal vocational education legislation (P.L. 94-482, Title II) provides a clear directive to serve handicapped, disadvantaged, and limited English proficient students in regular vocational education programs to the maximum extent possible. (*Federal Register*, October 3, 1977)

Core Courses

At present Educational Policy Studies 201 and Education Psychology 211 are required courses for all undergraduate teacher education programs. Both of these courses touch briefly upon concepts that are important in working with special needs learners in educational settings.

The purpose of EPS 201 (Foundations of American Education; 3 semester hours) is to develop a systematic analysis of education and schooling in modern America. The nature, function, and consequences of schooling are discussed. One section of the course discusses "differentiated curricula." Within this section "classes for special children and mainstreaming" are addressed specifically. Mainstreaming is also discussed in a later section related to equality of educational opportunity. In addition, all students complete the three hour PLATO unit on P.L. 94-142.

In ED PSY 211 (Educational Psychology; 3 semester hours) the principles from various areas of psychology (mental hygiene, etc.) applied to the practical problems of teaching. The basic topic outline for ED PSY 211 (see attachments) includes major sections on multicultural education and mainstreaming. Relative to multicultural education, such topics as cultural diversity, prejudice, learning styles and behavioral standards are introduced. The unit on mainstreaming focuses on such topics as problems related to labeling and social, emotional, and academic adjustment of mainstreamed children. It should be noted that the core courses are introductory in nature, and that important basic concepts related to special education and mainstreaming are conveyed during the early phase of the teacher education program.

VOTEC Courses

VOTEC 101 (Nature of the Teaching Professions; 2 semester hours) provides an introduction to educational problems and a general study of the nature of teaching. The course objectives include an introduction to legislation for vocational education and legislation for special needs students, and its impact upon vocational education programs. In addition, the course helps students develop an understanding of the various types of special needs students with implications for learning and involvement of others in the school.

EDUCATION PRACTICE 150 (School and Community Experiences; 2 semester hours) assigns students to a high school or area vocational center for two weeks (80 clock hours). Students work with the agriculture teacher and are supervised by a UIUC staff member during the University recess in January. In this observational experience students have a chance to observe special needs students in regular classes, and learn about the supportive services and special resources and programs devoted to serving these students.

VOTEC 240 (Principles of Vocational and Technical Education; 2 semester hours) acquaints undergraduates with the philosophy, programs, and principles of vocational education. The specific special needs content within 240 focuses on collaboration with rehabilitation, employment and training, and special education. In addition, students have the opportunity to interact with a variety of guest speakers (a vocational teacher, administrator, counselor, etc.) regarding special needs students. A field trip to a rehabilitation facility is also taken by all students in the course to acquaint students with different handicapping conditions.

VOTEC 275 (Summer Experience in Agricultural Education; 2-3 semester hours) provides students the opportunity to work for 2 weeks with a cooperating teacher, usually in the school district where they will be placed for their senior practicum. Students have an opportunity to conduct home visits and get to know the community, school, and students, including special needs students that are enrolled in the agricultural program. A daily log of activities is maintained.

VOTEC 276 (Student Teaching in Agricultural Occupations; 8 semester hours) requires that students work for an 8 week period in the role of a student teacher. One of the assignments during the student teaching period involves the development of two student case studies, one of which must focus on a special needs student. Students are also involved in developing teaching plans and many of the other functions an agriculture teacher performs, including working with special needs students.

VOTEC 277 (Programs and Procedures in Agricultural Education; 5 semester hours) is designed to prepare for a successful experience in student teaching and for beginning work as a teacher of agricultural occupations. Sessions within this course are devoted to developing teaching plans for special needs students, individualized planning, and modification of instructional strategies. Each student in the course develops an IEP for a special needs student.

Supporting Material

Attached are course syllabi for the professional education courses for the Curriculum in Agricultural Occupations for Secondary Teachers.

Attachment F

Special Needs Infusion Matrices

NOTE: The numbers in each cell represent the clock hours of instruction.

SPECIAL NEEDS CONTENT MATRIX: Health Occupations Education

Undergraduate teacher education course sequence (Semester hours in brackets)	Legal Bases Legislation; litigation; federal and state policies; due process procedures.	Identification and Assessment Referral and identification procedures; assessment of basic skills; use of formal and informal techniques; labelling implications; assessment of learning style; potential discriminatory assessment bias.	Special Needs Conditions Implications for the learning process needed support services; Conditions: handicapped, disadvantaged, LEP, gifted and talented.	Collaboration Involvement and role of parents, special and bilingual education personnel, community resource personnel; team teaching.	Individualized Planning Selection and development of goals, objectives; instructional and evaluation strategies; sequential career development instruction; career guidance for special students.	Modification of Instructional Strategies Individualized teaching techniques; modification of instructional materials; modification of teaching style.	Learner and Class Management Facility, lab, and equipment modification; behavioral management; individual and group management strategies.	Student-Student Relationships Self concept enhancement; cultural and social acceptance, positive student interactions and attitudes.	Evaluation Assessment of learner progress; presentation and use of evaluation results; formal and informal evaluation techniques.	100
EPS 201(3)	X 3									3
ED PSY 211(3)		X 1	X 1				X 1	X 1	X 1	5
VOTEC 101 (2) VOTEC 381 (4)	X 2/4		X 2/4	X 2/4						6/12
ED PR 150 (2) VOTEC 152 (3)			X 2							2
ED PR 242 (8)		X 2	X 1	X 2	X 2	X 2	X 3	X 3	X 2	17
VOTEC 383 (3)		X 2			X 2					4
VOTEC 388 (3)		X 2			X 2	X 2	X 2	X 2	X 2	12
	5	7	6	4	6	4	6	6	5	49

SPECIAL NEEDS CONTENT MATRIX: Home Economics Education

Undergraduate teacher education course sequence (Semester hours in brackets)	Legal Bases Legislation; litigation; federal and state policies; due process procedures.	Identification and Assessment Referral and identification procedures; assessment of basic skills; use of formal and informal techniques; labelling implications; assessment of learning style; potential discriminatory assessment bias.	Special Needs Conditions Implications for the learning process needed support services; Conditions: handicapped, disadvantaged, LEP, gifted and talented.	Collaboration Involvement and role of parents, special and bilingual education personnel, community resource personnel; team teaching.	Individualized Planning Selection and development of goals, objectives; instructional and evaluation strategies; sequential career development instruction; career guidance for special students.	Modification of Instructional Strategies Individualized teaching techniques; modification of instructional materials; modification of teaching style.	Learner and Class Management Facility, lab, and equipment modification; behavioral management; individual and group management strategies.	Student-Student Relationships Self concept enhancement; cultural and social acceptance, positive student interactions and attitudes.	Evaluation Assessment of learner progress; presentation and use of evaluation results; formal and informal evaluation techniques.	TOT
EPS 201 (3)	X 3									3
ED PSY 211(3)		X 1	X 1				X 1	X 1	X 1	5
VOTEC 101(2)	X 2		X 2	X 2						6
ED PR 150(2)			X 2							2
VOTEC 240(2)	X 1			X 4						5
VOTEC 278(3)					X 2	X 2			X 2	6
SEC ED 241 (3-5)		X 2			X 2	X 2	X 2	X 2	X 2	12
ED PR 242(8)		X 2	X 1	X 2	X 2	X 2	X 3	X 3	X 2	17
	6	5	6	8	6	6	6	6	7	56

SPECIAL NEEDS CONTENT MATRIX: Business Education

Undergraduate teacher education course sequence (Semester hours in brackets)	Legal Bases Legislation; litigation; federal and state policies; due process procedures.	Identification and Assessment Referral and identification procedures; assessment of basic skills; use of formal and informal techniques; labelling implications; assessment of learning style; potential discriminatory assessment bias.	Special Needs Conditions Implications for the learning process needed support services; Conditions: handicapped, disadvantaged, LEP, gifted and talented.	Collaboration Involvement and role of parents, special and bilingual education personnel, community resource personnel; team teaching.	Individualized Planning Selection and development of goals, objectives; instructional and evaluation strategies; sequential career development instruction; career guidance for special students.	Modification of Instructional Strategies Individualized teaching techniques; modification of instructional materials; modification of teaching style.	Learner and Class Management Facility, lab, and equipment modification; behavioral management; individual and group management strategies.	Student-Student Relationships Self concept enhancement; cultural and social acceptance, positive student interactions and attitudes.	Evaluation Assessment of learner progress; presentation and use of evaluation results; formal and informal evaluation techniques.	
EPS 201(3)	X 3									3
ED PSY 211(3)		X 1	X 1				X 1	X 1	X 1	5
VOTEC 101(2)	X 2		X 2	X 2						6
VOTEC 240(2)	X 1			X 4						5
SEC ED 241(4)		X 2			X 2	X 2	X 2	X 2	X 2	12
VOTEC 270(3)					X 2	X 2		X 2		6
VOTEC 271(3)		X 2					X 2		X 2	6
ED PR 242 (8)		X 2	X 1	X 2	X 2	X 2	X 3	X 3	X 2	17
	6	7	4	8	6	6	8	8	7	60

SPECIAL NEEDS CONTENT MATRIX: AGRICULTURAL EDUCATION

Undergraduate teacher education course sequence (Semester hours in brackets)	Legal Bases Legislation; litigation; federal and state policies; due process procedures.	Identification and Assessment Referral and identification procedures; assessment of basic skills; use of formal and informal techniques; labelling implications; assessment of learning style; potential discriminatory assessment bias.	Special Needs Conditions Implications for the learning process needed support services; Conditions: handicapped, disadvantaged, LEP, gifted and talented.	Collaboration Involvement and role of parents, special and bilingual education personnel, community resource personnel; team teaching.	Individualized Planning Selection and development of goals, objectives; instructional and evaluation strategies; sequential career development instruction; career guidance for special students.	Modification of Instructional Strategies Individualized teaching techniques; modification of instructional materials; modification of teaching style.	Learner and Class Management Facility, lab, and equipment modification; behavioral management; individual and group management strategies.	Student-Student Relationships Self concept enhancement; cultural and social acceptance, positive student interactions and attitudes.	Evaluation Assessment of learner progress; presentation and use of evaluation results; formal and informal evaluation techniques.	
EPS 201(3)	X 3									3
EDPSY 211(3)		X 1	X 1				X 1	X 1	X 1	5
VOTEC101A(2)	X 2		X 2	X 2						6
VOTEC240(2)	X 1			X 4						5
EDPRAC150(2)			X 2							2
VOTEC275(2-3)			X 2	X 2						4
VOTEC276(8)		X 2	X 1	X 2	X 2	X 2	X 3	X 3	X 2	17
VOTEC277(5)					X 2	X 2	X 2	X 2	X 2	10
	6	3	8	10	4	4	6	6	5	52

SPECIAL NEEDS CONTENT MATRIX: Industrial Education

Undergraduate teacher education course sequence (Semester hours in brackets)	**Legal Bases** Legislation; litigation; federal and state policies; due process procedures.	**Identification and Assessment** Referral and identification procedures; assessment of basic skills; use of formal and informal techniques; labelling implications; assessment of learning style; potential discriminatory assessment bias.	**Special Needs Conditions** Implications for the learning process needed support services; Conditions: handicapped, disadvantaged, LEP, gifted and talented.	**Collaboration** Involvement and role of parents, special and bilingual education personnel, community resource personnel; team teaching.	**Individualized Planning** Selection and development of goals, objectives; instructional and evaluation strategies; sequential career development instruction; career guidance for special students.	**Modification of Instructional Strategies** Individualized teaching techniques; modification of instructional materials; modification of teaching style.	**Learner and Class Management** Facility, lab, and equipment modification; behavioral management; individual and group management strategies.	**Student-Student Relationships** Self concept enhancement; cultural and social acceptance, positive student interactions and attitudes.	**Evaluation** Assessment of learner progress; presentation and use of evaluation results; formal and informal evaluation techniques.	
EPS 201 (3)	X 3									3
ED PSY 211 (3)		X 1	X 1				X 1	X 1	X 1	5
VOTEC 101 (2) 381 (4)	X 2/4		X 2/4	X 2/4						6/12
ED PR 150 (2)			X 2							2
ED PR 242 (8)		X 2	X 1	X 2	X 2	X 2	X 3	X 3	X 2	17
VOTEC 383 (3)		X 2			X 2					4
VOTEC 388 (3)		X 2			X 2	X 2	X 2	X 2	X 2	12
SEC ED 241 (4)		X 2			X 2	X 2	X 2	X 2	X 2	12
	5	9	6	4	8	6	8	8	7	61

ATTACHMENT G

Course Syllabus for VOTEC/SP ED 309:
Vocational Education for Special Needs Learners

COURSE SYLLABUS

VOTEC/SP ED 309: Vocational Education for Special Needs Learners

Department of Vocational and Technical Education
University of Illinois at Urbana-Champaign
345 Education Building
Urbana, Illinois 61801

COURSE DESCRIPTION: An overview of contemporary legislation, issues, programming, assessment practices, and instructional strategies pertaining to special needs learners in vocational eduction.

TEXT: None. Resource materials will be provided by the instructor.

INSTRUCTOR: L. Allen Phelps
217-333-2325 (Office)
217-351-0968 (Home)

Office: 345 Education Building
Secretary: Alicia M. Bollman

Course Objectives

This course is designed to encompass a series of topics that are critical to the delivery of vocational instruction to special needs populations. Upon completion of the course it is expected that students will be able to:

1. Identify and describe the educational characteristics of special needs populations, including students identified as handicapped, disadvantaged, gifted and talented, and limited English speakers.
2. Describe the major legislative provisions affecting the delivery of vocational education to special needs populations.
3. Evaluate the major professional trends, issues, and implications for vocational education programming for special needs populations.
4. Compare and contrast various vocational programming models (e.g., special classes, special schools, and regular classes) for special needs populations.
5. Develop and evaluate an individual vocational education plan for a special needs learner.
6. Identify and select appropriate community, school, governmental agency, occupational and professional resources.
7. Select and use appropriate instructional methods, procedures, and materials.
8. Describe and use appropriate strategies for assessing the vocational needs and progress of special needs learners.

Course Session Outline

Session 1:	Overview of the course; professional development needs assessment; preparing the Instructional Development Project Prospectus.
Session 2:	Review of pertinent Federal legislation; related professional and social issues -- equal access, non-discrimination, educational appropriateness, least restrictive environment, cooperation and collaboration, employability.
Session 3:	Special population groups: handicapped, gifted and talented.
Session 4:	Special population groups: disadvantaged, limited English speaking.
Session 5:	Individual education plans and processes.
Session 6:	Cluster, job and task analysis procedures.

Course Session Outline (Cont.)

Session 7: School, community and professional resources.

Session 8: Illinois Office of Education's guidelines, procedures, and resources.

Session 9: Exemplary program models; secondary, post secondary, and area vocational centers.

Session 10: Identification and assessment strategies.

Session 11: Instructional strategies; instructional materials -- resources, selection, revision, development.

Session 12: Strategies for cooperative interaction and staff development.

Session 13 & 14: Presentation of instructional development projects.

Session 15: IEP exchange.

Instructional Development Project

Each student will undertake an instructional development project. The purpose of the project is to provide you with an opportunity to develop whatever material or information you feel is essential for improving your ability or capacity to serve special needs learners in vocational education. The instructional development project is the primary vehicle for translating the knowledge gained from the course into a product that is useful to you, as well as other professionals in the field.

The following is a list of potential projects:

- Develop and disseminate a community resource directory describing the services and resources available to support special needs students enrolled in vocational education programs.
- Revise an existing vocational curriculum so that it contains instructional information useful for special needs students (e.g., vocabulary lists, math concepts, etc.)
- Develop and try out a series of work samples that can be used to assess the interests and performance levels of special needs students in a vocational program.
- Develop a handbook for identification of special needs students in your program or school district.

Instructional Development Project (cont.)

- Organize and conduct a meeting of a special advisory committee to look at program effectiveness relative to special needs students.
- Develop a handbook with tips for teaching special needs students in a particular vocational program area.
- Plan and conduct an inservice needs assessment in a building, school district, or area vocational center.
- Plan and conduct an evaluation of a vocational education program serving special needs students.
- Develop and disseminate a directory of school resources that are available to support special needs students.
- Prepare an annotated bibliography on instructional materials for one or more vocational program areas.
- Develop a diagnostic test(s) that can be used to place students in appropriate vocational programs and plan appropriate instructional experiences.
- Develop or modify a set of instructional materials to be used in teaching special needs students a critical concept, attitude, or set of job skills.
- Other instructional development projects that are consistent with your professional development needs as they relate to special needs learners.

Project Selection. Several factors need to be considered in selecting the project.

1. The project should result in a product (e.g., teacher's handbook, curriculum guide, resource directory, etc.), or a written report (e.g., inservice needs assessment report or a program or evaluation report).
2. The product or report should be useful to other teachers, counselors, or administrators in addition to yourself.
3. The sharing and distribution of information and materials related to special needs students with other professionals in the field of vocational education has become increasingly important. Upon completion of your project, you are asked to develop a plan for disseminating the report or product to the appropriate audiences.

Instructional Development Project (cont.)

4. The project objectives and procedures are to be outlined in the Instructional Development Project Prospectus, and approved by the instructor before it is initiated.

5. Students may choose to work in teams of two on an instructional development project. However, the nature and scope of the project must be appropriately justified.

IEP Development

The Individual Education Program (IEP) provision of P.L. 94-142 is having a tremendous impact upon vocational instruction of special needs students. Much of the information presented in the course will relate either directly or indirectly to writing, implementing or evaluating IEPs.

In order to refine your skills in this process, you will be asked to develop two (2) complete IEPs during the semester.

1. If you are teaching or counseling special needs students this semester, it may be appropriate to develop the IEPs for these students.

2. If you are not presently working with special needs students, you will be provided with case study data from which to develop the IEPs.

3. Vocational education personnel should work with a special education teacher, consultant or counselor (who may or may not be in the course) in developing the IEPs.

4. Special education and guidance personnel should work with a vocational education instructor or coordinator to develop IEPs that could be used in a specific vocational program.

5. Each IEP should be written for students with dissimilar learning problems.

6. Example forms, suggested content and guidelines for developing the IEPs will be presented in class during the early part of the semester.

Visitation/Observation

Much can be learned about the strategies and problems of serving special needs students through on-site visitation of programs. During the semester you are asked to visit and observe at least one (1) program that is focused on serving the vocational education needs of special students.

1. A brief visitation/observation report should be prepared describing the:

    - Special needs students served

- Instructional program
- Support services
- Facilities
- Staff
- Resources utilized
- Administrative organization
- Provisions for consumer, parent, and advocacy involvement

In addition, the report should summarize whatever key ideas you collected that will be useful to you, as well as outline any recommendations that you would make to the personnel operating the program.

2. The program visited should be outside of your district or agency.

3. Instructor approval of the proposed visitation/observation site is not required.

Critical Analysis Papers

A number of reports and articles appear in the literature that represent differing philosophies and approaches to serving special needs students in vocational education programs. During the semester you will have an opportunity to read and analyze the writing of authors with differing perspectives. You are asked to prepare three (3) critical analysis papers. Each critical analysis paper (1-1/2 - 2 pp.) should critique a specific article, report, or book chapter that you have read. Included in the critical analysis paper should be:

- An appropriate bibliographic entry
- A brief summary of the author's major points
- A critical and concise discussion of the differences and similarities between this author and other literature that you have read on the same topic.

Evaluation

The final grade for the course will be determined from the cumulative point total of five factors. The class will determine the weighting given to each factor. In addition to the course assignments, a final exam will be given during the last class session.

Instructional development project
Individual education programs (2)
Visitation/observation report
Critical analysis papers (3)
Final exam
Class contribution
TOTAL 100 points

ATTACHMENT H

VOTEC/SP ED 309--Resource Materials

PROGRAM VISITATION REPORT

Supplemental Information

Course: VOTEC/SP ED 309

Instructor: Phelps

Due Date: Session 11 ____________________
(Date)

Purpose

Much can be learned about serving special needs learners in vocational education by visiting existing programs. In the past several years local education agencies have developed various approaches to identifying and serving special students. Some programs emphasize mainstreaming, while others stress the need for special classes on special schools. Based on the specific educational needs of the students to be served, different programming approaches may be appropriate.

The program visitation will enable you to observe students, interview teachers and counselors, and learn more about how other districts, area vocational centers, community colleges, or special schools have designed their programs to serve special needs students.

Assignment

During the semester you are to visit a vocational program serving special needs students. The program which you visit should be outside of your district, building, or agency. Following the visit a brief report (approximately five (5) double-spaced pages) describing the program is to be prepared and submitted.

Program Selection Criteria

Several considerations should be made in selecting the program which you plan to visit. While approval of the course instructor is not required in selecting a program visitation site, several points should be considered.

1. Does the program to be visited address your area of interest? Is it likely that you can obtain information and ideas that will be useful in your present or future job role or your instructional development project?

2. Does the program offer something different from your present or prior experiences in the area of vocational special needs education?

3. Consideration should be given to any of several types of programs depending upon your interests, it may be appropriate to visit vocational programs operated by: area vocational centers, high schools, CETA Prime Sponsors, community colleges, the Department of

Corrections, the Department of Rehabilitation Services, the Department of Mental Health and Developmental Disabilities, and private business and industry.

4. If possible, collect information and materials from several potential programs to aid you in selecting the program to be visited. Recommendations regarding potential programs can be obtained from several sources including:

    - Building principals
    - Local directors of vocational education, special education, or bilingual education
    - Local office of the Department of Rehabilitation Services
    - Local CETA Prime Sponsor office
    - Guidance counselors
    - Illinois State Board of Education consultants
    - Classmates

Program Visitation Report

A written report of approximately five (5) pages describing the program visited will be due at the 11th class session. Sections of the report should describe each of the following program components:

- Special needs population served
- Instructional program
- Support services
- Facilities
- Staff
- Resources utilized (advisory committees, etc.)
- Administrative organization
- Provisions for consumer and parent involvement
- Name/address of the director

The report should summarize what you feel are the major outcomes, strengths, limitations, and areas of improvement needed in the program which was observed.

DIRECTIONS: Using as many pages as necessary, describe the student's PRESENT EDUCATION LEVELS in appropriate curricular areas. These may include but are not limited to:

- Academic Achievement
- Emotional Maturity
- Self-Help Skills
- Social Adaptation
- Prevocational Skills
- Vocational Skills
- Psychomotor Skills
- Other

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Supplemental Information

Course: VOTEC/SPED 309

Instructor: Phelps

Due Date: Session 10

Purpose

The IEP provisions of P.L. 94-142 have had a large impact upon the education of handicapped children. At the secondary level this impact has been focused on vocational and regular education programs. To participate effectively in planning individual programs for handicapped and other special needs students, vocational and regular educators need to know the purposes and procedures by which IEPs are developed. It is also important to note that the writing and implementation of IEPs reflect other important strategies such as collaboration between vocational and special educators and the modification of instructional materials and teaching strategies. Becoming familiar with IEP processes will also aid you in coordinating services with other agencies like the Department of Rehabilitation Services which uses an IWRP (Individualized Written Rehabilitation Plan) and CETA which uses the EDP (Employability Development Plan).

Assignment

During the semester you are asked to develop at least one complete Individualized Education Program. The suggested IEP form presented in Attachment A should be used, unless you prefer to use another format with which you are familiar. The completed IEP should clearly reflect:

1. How the vocational education instruction will be coordinated with special education or remedial services.
2. Available vocational assessment information describing the student.
3. Vocational or career-oriented instructional goals and objectives.
4. Criteria for measuring attainment of objectives.
5. Instructional methods and media to be used.

Attachment B presents a checklist which can be used to review and evaluate your IEP prior to submitting it. Your completed IEP is due on or before class session 10.

Guidelines

The following guidelines should be followed in developing the IEP:

1. If you are teaching or counseling special needs students this semester, it may be appropriate to develop an IEP for one or more of these students.

2. If you are not presently working with special needs students, you will be provided with case study data from which to develop the IEPs.

3. Vocational education personnel should work with a special education teacher, consultant or counselor (who may or may not be in the course) in developing the IEP. The IEP should be designed for use in your vocational program area.

4. Special education and guidance personnel should work with a vocational education instructor or coordinator to develop IEPs that could be used in a specific vocational program.

IEP References and Resources

Any of the following references/resource materials may be useful in learning more about IEPs and processes for developing IEPs.

1. Albright, L. et al. "Guide 7 - Montioring the Student's Individualized Vocational Plan" in *A System for Identification, Assessment, and Evaluation of the Special Needs Learner in Vocational Education*. Urbana, IL: Bureau of Educational Research, University of Illinois, 1978.

2. Best, K. I. and Donoghue, D. J. "Vocational Education and the IEP" in B.B. Weiner (ed.) *Periscope: Views of the Individualized Education Program*. Reston, VA: Council for Exceptional Children, 1978.

3. Davis, S. and Ward, M. *Vocational Education of Handicapped* Students: *A Guide for Policy Development*. Reston, VA: Council for Exceptional Children, 1978.

4. McKinney, L. A. and Seay, D. M. Development of Individualized Education Programs (IEPs) for the Handicapped in Vocational Education. Columbus: National Center for Research in Vocational Education, Ohio State University, 1979.

5. Phelps, L. A. and Batchelor, L. J. *Individualized Education Programs (IEPs): A Handbook for Vocational Educators*. Columbus: National Center for Research in Vocational Education, Ohio State University, 1979.

6. Semmel, D. S. A Manual on Individualized Education Programs: The Classroom Teacher's Perspective. Bloomington: Center for Innovation in Teaching the Handicapped, Indiana University, 1979.

7. Torres, S. (Ed.) A Primer on Individualized Education Programs Reston, VA: The Foundation for Exceptional Children, 1977.

8. Turnbull, A. P., Strickland, B. B., and Brontley, J. C. Developing and Implementing Individualized Education Programs. Columbus, Ohio: Charles E. Merrill, 1978.

IEP EVALUATION FORM

1.	Coordination of Special Education & Related Services and Vocational Education (To what extent will there be coordination of services and efforts between special education and vocational education?)	________ 2 pts.
2.	Present Level of Performance Information (Is comprehensive vocational assessment information provided?)	________ 2 pts.
3.	Career Related Goals/Objectives (Are the goals or short-term instructional objectives well defined, measurable, and related to the learners stage of career development?)	________ 2 pts.
4.	Instructional Methods/Materials (Are appropriate instructional procedures and materials identified?)	________ 2 pts.
5.	Assessment Plan (Are appropriate procedures outlined for assessing the learners attainment of the objective?)	________ 2 pts.
		________ TOTAL

INDIVIDUALIZED EDUCATION PROGRAM PLAN

Student's Name:	Grade/Program:
Birth Date:	Teacher(s):
Present Date:	School:

Primary Assignment(s):	Date Started	Expected Duration of Services	Special Media or Materials

Reason for Assignment(s):

Services:

Dates for review and/or revision of the Individualized Education Program Plan:

Person responsible for the maintenance and implementation of the Individualized Education Program Plan.

Instructional Area:

Annual Goal:

SHORT-TERM OBJECTIVE	INSTRUCTIONAL METHODS MEDIA/MATERIAL TITLE(S) (OPTIONAL)	EVALUATION OF INSTRUCTIONAL OBJECTIVES	
		TESTS, MATERIALS EVALUATION PROCEDURES TO BE USED	CRITERIA OF SUCCESSFUL PERFORMANCE

CRITICAL ANALYSIS PAPERS

Supplemental Information

Course: VOTEC/SP ED 309

Instructor: Phelps

Due Dates: Critical Analysis Paper 1 ________________
(date)
Critical Analysis Paper 2 ________________
(date)
Critical Analysis Paper 3 ________________
(date)

Purpose

Preparation of the critical analysis papers is intended to help you become familiar with various philosophies, concepts, and practices related to vocational education for special needs populations. A considerable amount of professional literature regarding this topic now exists. During the semester you are asked to read three (3) articles, reports, or book chapters related specifically to special needs students in vocational education. These readings will acquaint you with different philosophies and approaches to serving special students, and provide you with an opportunity to critically analyze different viewpoints.

Assignment

During the first nine weeks of the course you are asked to read and critically analyze three (3) professional journal articles, request reports, or book chapters related specifically to serving special needs students. Each of the readings selected should be written by different authors. Each critical analysis paper (1 1/2 - 2 pages) should include:

- The appropriate and complete bibliographic reference (author's name, title, source, date, pages)
- A brief summary of the author's major points
- A critical and concise discussion of your reflections and interpretations of the author's major points. Do you agree or disagree with the ideas presented? Why or why not? Under what conditions? You may wish to include references which support your views.

Sources for Readings

The following is a list of professional journals which always or frequently carry articles pertaining to special needs learners.

VocEd - Journal of the American Vocational Association
Exceptional Children
Journal for Vocational Special Needs Education
Career Development for Exceptional Individuals

Education Unlimited
Phi Delta Kappan

Journals for Specific Vocational Program Areas:
- *Illinois Teachers of Home Economics*
- *School Shop*
- *Industrial Education*
- *Balance Sheet*
- *Journal of Business Education*
- *Agricultural Education Magazine*

Journals for Special Populations:
- *Education and Training of the Mentally Retarded*
- *Gifted Education Quarterly*
- *Disabled USA*
- *American Rehabilitation*

In addition to journal articles, you may also want to consider reading selected book chapters, monographs, or research reports.

ATTACHMENT I

Office of Career Development for Special Populations

ATTACHMENT I

Office of Career Development for Special Populations

In September 1981 the Department of Vocational and Technical Education and the College o' Education, University of Illinois at Urbana-Champaign, authorized the establishment of an Office of Career Development for Special Populations (OCDSP). This new unit is sponsored by the Department of Special Education, the Office of Multicultural-bilingual Education, and the Department of Vocational and Technical Education. Dr. L. Allen Phelps serves as the director of OCDSP with Drs. Frank R. Rusch and Rudolph Troike as associate directors. Other full-time faculty associated with OCDSP include: Dr. Janet Treichel, Training and Dissemination Coordinator; Dr. James Greenan, Research and Development Coordinator; Dr. Rose Mary Cordova, Associate Project Director; and Ms. Margaret Hensel, Administrative Assistant.

The mission of this unit is to expand and improve the career development and employment opportunities provided to special populations. This mission will be achieved through research and development, training, evaluation, dissemination, and technical assistance activities conducted jointly with various agencies and organizations operating within the State of Illinois as well as national and international organizations. Special population groups include individuals who encounter difficulty in educational programs and/or employment due to the effects of a disability, disadvantage, different cultural and or linguistic background, or dysfunctional educational or job placement.

The planned objectives of this new office are:

1. To generate new knowledge and products through research and development activities.
2. To improve programs and practices through off-campus and on-campus personnel development activities.
3. To assess program needs and outcomes through contracted evaluation activities.
4. To facilitate the installation/adoption of new practices through dissemination and technical assistance activities.

Different types of activities will be undertaken to address the objectives. Some of the activities will include:

Research

- Conducting policy research studies.
- Conducting basic research studies.
- Conducting product development studies,
- Demonstrating the effects of different program models, and
- Facilitating graduate student and faculty research.

Personnel Development

- Planning and conducting conferences and symposia.
- Offering graduate-level courses and seminars, and
- Designing and conducting inservice staff development programs for client agencies.

Evaluation

- Providing program, project, and policy evaluation services, and
- Conducting evaluations of unit activities and projects on a continuous basis.

Dissemination/Technical Assistance

- Maintaining the existing library and technical assistance modules.
- Continuing the publishing of the bi-monthly newsletter *Interchange* (present circulation 3,000).
- Maintaining and disseminating an OCDSP publications list, and
- Operating a technical assistance request/referral service.

A twelve-member national advisory committee, appointed by the dean of the College of Education, will oversee the development and operation of the OCDSP. Prominent policymakers, academicians, and business leaders will be appointed to three-year terms on the committee. An appropriate balance will be struck among members representing Illinois and national international perspectives. Three UIUC faculty members will also be appointed to the committee.

The committee will advise the director and associate directors regarding long-range plans, policies, and evaluations of the unit.